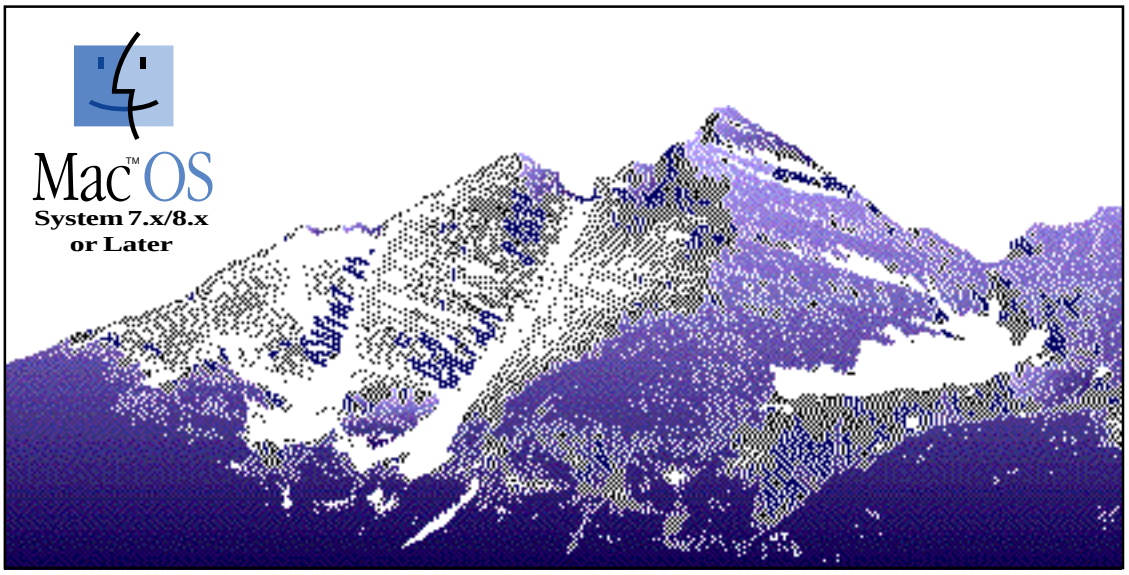
JAY KLEIN PRODUCTIONS

Grade Busters® Mac: Making the Grade



Program Documentation

or

A BUNCH OF TIMESAVING TIPS FOR TEACHERS WHO ALMOST NEVER HAVE THE TIME TO READ THIS KIND OF STUFF!

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http://www.gradebusters.com

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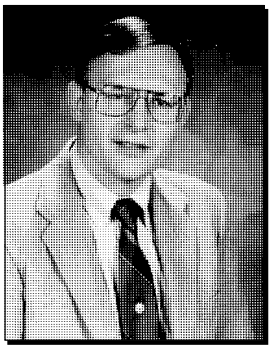
Introduction

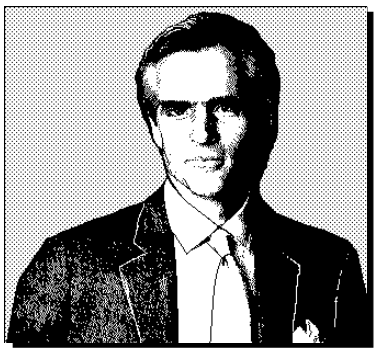
Congratulations, colleague, on your purchase of the finest electronic gradebook program for the Macintosh OS available today! Even if you've worked with such teacher productivity tools before (especially if you have), you'll soon find *Grade Busters: Making the Grade* the fastest, friendliest, most completely reliable classroom management tool you've ever worked with. Written and designed by **Jay A. Klein** and **Herbert A. Sweat** (of Coronado High School in Colorado Springs) and programmed by **Peter R. Jahelka**, *Making the Grade* is the latest version of *Grade Busters 1/2/3*, "2nd Place Winner, Program of the Decade" (*Classroom Computer Learning/Technology and Learning).* It possesses every feature found in *GB 1/2/3* and so much more: 80 students per class, 320 assignments each, 10 assignment categories, 5 "mix and match" grading scales, graphic displays, Spanish language reports—and that's only the beginning! If you liked *GB 1/2/3*, you'll love *Making the Grade*, for both were created to solve two of the most pressing problems in a teacher's professional life: fast, fair, accurate assessment of student academic and behavioral progress, and clear, effective communication of that information to students, parents, and administrators alike. We think you'll soon agree that *Making the Grade* accomplishes these two objectives with more care, more concern for your time, and more true style than any other electronic gradebook.

So, read on. But be forewarned: You just may find that you actually enjoy recording students' grades and attendance information again. (It's too bad we still can't make the same claim for grading their papers and marking their report cards.)

Jay A. Klein, English/Communication Arts Teacher
Finalist, Colorado Educator of the Year



Herbert A. Sweat
Media Specialist, Coronado High School



Peter R. Jahelka
Head Programmer, *Making the Grade*

Program Requirements

Before you go any farther into *Making the Grade*, please make sure you possess the following minimums in hardware and skills:

Macintosh

System File:	Mac OS 7.x, 8.x, or later
Available RAM:	2.5 MB minimum (4 MB on PowerPCs)
Hard Drive Space:	2 MB for the complete application package; 150K+ for each class
Input device:	One hard disk drive and at least one HD floppy diskette drive (for program installation)
Output device:	At least one output device driver (such as LaserWriter 8.6.1) and a corresponding output device (such as a LaserWriter 8500) selected within the Chooser
Printer Fonts:	Standard sizes (8, 9, 10, 12, 14, 18, 24) of Chicago, Courier, Geneva, Helvetica, Monaco, New York, and Times

Before you install *Making the Grade*, make sure that your Macintosh hard drive contains only one System Folder and that it contains only one System file and one Finder file. **Always be sure to use the most recent version possible of these and other Macintosh system files.**

Also, in order to use your new program most effectively, you *must* be familiar with the operation of your Macintosh platform and OS. That is, you must know how to:

- Set up and use your Macintosh, including basic mouse techniques such as pointing, clicking, and dragging
- Select commands from pull-down and pop-up windows
- Work with Macintosh windows (Open, Close, Save, and Select)
- Set up new folders for class data and back up those folders on archivable floppy diskettes or other external back up media

If you are not completely familiar with each of these operations, please refer to your Macintosh User Manuals for additional instruction, and review them now.

Product Support

Technical Assistance

All Jay Klein Productions and *Grade Busters* products are extensively tested and come with comprehensive documentation and user support. However, should you encounter problems using *Grade Busters Mac: Making the Grade*, we recommend the following steps:

1. Review our documentation thoroughly. It should answer most of the common questions and problems encountered by first-time users of the program. Also, check your computer to make sure it possesses the minimum hard drive storage space, free RAM, and system software.

2. Rebuild your computer's desktop. Restart your Mac and hold down the option and command keys simultaneously and continuously until you see the "Are you sure you want to rebuild the desktop file?" message. Click OK.

3. Restart your Mac with all extensions off. Reboot and hold down the shift key until you see the words "Extensions Off." Then launch the program again to see if the problem persists.

4. Increase *Making the Grade*'s RAM allocation. Too small a memory partition can be the cause of many program anomalies, especially when printing on non-Apple devices.

5. Check your Mac's hard drive and directories for damage. Run *Disk First Aid*®, the free diagnostic and repair utility that ships with every Mac on the Disk Tools floppy or System CD. If this application finds and can repair the damage, click the Repair button. If it cannot repair the damage, you may require a commercial application like *MacTools Deluxe*® or *Norton Utilities*® to repair the damage for you.

6. If you continue to experience trouble and you purchased this product from one of our dealers, please consult their support staff next. They are completely familiar with all Jay Klein Productions programs and are your best source for convenient, fast, knowledgeable technical assistance.

7. If you still have a problem, contact Jay Klein Productions at the addresses below, or call our Technical Support Hotline at **719-599-8786** between the hours of 9:00 AM and 5:00 PM (Mountain), Monday through Friday. When you call, please have your documentation and original Program Disk in hand and, if possible, be seated at your computer with the product running. If you prefer, you can write us at the following "snail mail" address, but be sure to include daytime and evening telephone numbers for the fastest possible response:

Jay Klein Productions
Making the Grade Technical Support
2930 Austin Bluffs Parkway
Executive Suite 104
Colorado Springs, CO 80918

If you are connected to the Internet, you can contact us at either of the following e-mail addresses:

http://www.support@gradebusters.com
http://www.gradebust1@aol.com

Either way, be sure to include in your correspondence the version of *MtG* you're using, the specific model of (and OS on) your Macintosh CPU, the make and model of your printer, and as much detail about the problem you're having as possible. Copies of the class files in question are always welcome as well; strict confidentiality of student data is maintained at all times.

30 Day Money-Back Guarantee

If within 30 days of purchase this product does not perform in accordance with our claims, and if you purchased it directly from Jay Klein Productions, you may return it for a refund of your purchase price, less shipping and handling charges. If the product was purchased from a dealer or other intermediary agency, their policies for returns and refunds will apply.

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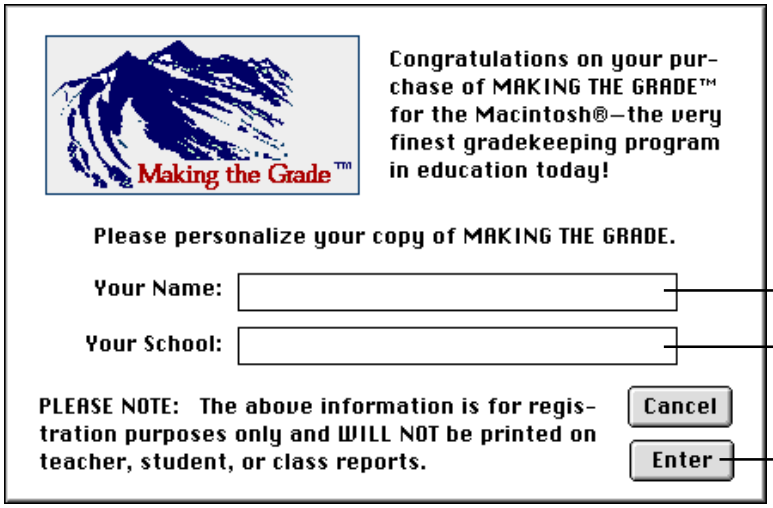
The Customizer

Program Registration

Your first official task upon launching ***Making the Grade*** is to register your copy of the program to prevent its unauthorized usage or duplication. The information requested in this opening screen will *not* appear in hardcopy documents, and only when you launch the application will you ever see it again. Keep in mind, however, that these two entries are stored deep within the resources of the application itself and cannot be corrected unless you return your Program Disk for updating. So enter them carefully!


Making the Grade™
Congratulations on your purchase of MAKING THE GRADE™ for the Macintosh®—the very finest gradekeeping program in education today!
Please personalize your copy of MAKING THE GRADE.
Your Name:
Your School:
PLEASE NOTE: The above information is for registration purposes only and WILL NOT be printed on teacher, student, or class reports.
Cancel
Enter

thirty characters maximum

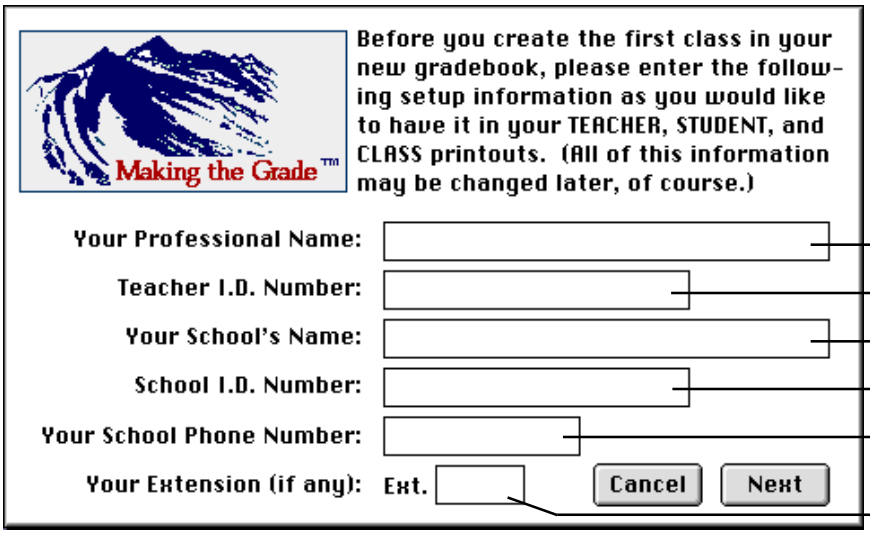
thirty-nine characters maximum

A HOT TIP!

This button will **not** activate with the **Return** *or* **Enter** keys—only a **mouse click or Command + Return** works here. In fact, any screen having **more than one** info box will use the Return key only to enter data and move to the next field.

Program Customization

Now that your program is officially yours, it's time to record your personal setup information in nine important fields. Your entries for many of these *will* appear in your printouts, both private and public—but all may be changed whenever you wish. The last of these, your PRIVATE PASS CODE, may also be changed at your discretion—but choose it very carefully, just the same. Should you forget this critical piece of information, you may not be able to enter your program; you may even have to make a personal telephone call to our offices to gain access again! (A "back door" pass word to the program does exist, you see, but we must hear a grown-up, responsible voice before we can reveal what it is.)


Making the Grade™
Before you create the first class in your new gradebook, please enter the following setup information as you would like to have it in your TEACHER, STUDENT, and CLASS printouts. (All of this information may be changed later, of course.)
Your Professional Name:
Teacher I.D. Number:
Your School's Name:
School I.D. Number:
Your School Phone Number:
Your Extension (if any):
Ext.
Cancel
Next

thirty characters maximum

fifteen characters maximum

thirty-nine characters maximum

fifteen characters maximum

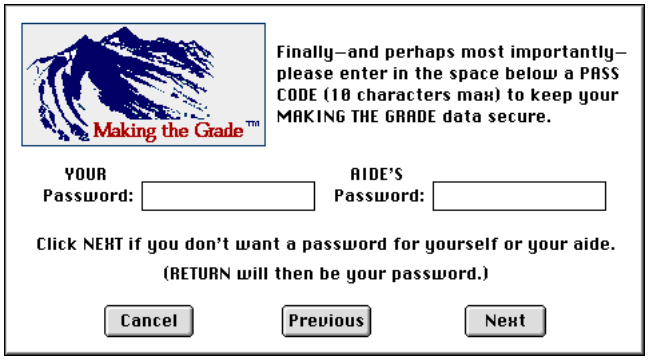
fourteen characters maximum, including parentheses: **(719) 599-8786**

four characters maximum

A NEW FEATURE!

Making the Grade™
A BRIEF SIDESTEP . . .
(But what a powerful one!)
In this age of increasing bilingualism, you may wish to have your setup information appear in both English AND Spanish forms. If so, your Spanish entries await below.
Your Professional Name:
Your School's Name:
PLEASE NOTE: Recording NOTHING here will temporarily "turn off" all Spanish language features, as indicated by the flag of Spain.
Cancel
Previous
Next

. . . and one with which you'll be bothered only once if it's not welcome. All *MtG* student take-home reports can appear in either **English or Spanish** formats, and for that reason all text-entry fields can accept information in both languages. If you wish to take advantage of this bilingual Spanish language option throughout the program, all you must do is enter *anything* in either or both of the boxes at left. From then on you'll see the **flag of Spain** on any screen permitting bilingual entries. If you leave these fields completely **blank**, you'll never be burdened with the option again. (Of course, should you become blessed with the gift of tongues in the future, return to this screen through the **Edit > Setup Info > Teacher** menus, and enter the appropriate information.)


Making the Grade™
Finally—and perhaps most importantly—please enter in the space below a PASS CODE (10 characters max) to keep your MAKING THE GRADE data secure.
YOUR Password:
AIDE'S Password:
Click NEXT if you don't want a password for yourself or your aide.
(RETURN will then be your password.)
Cancel
Previous
Next

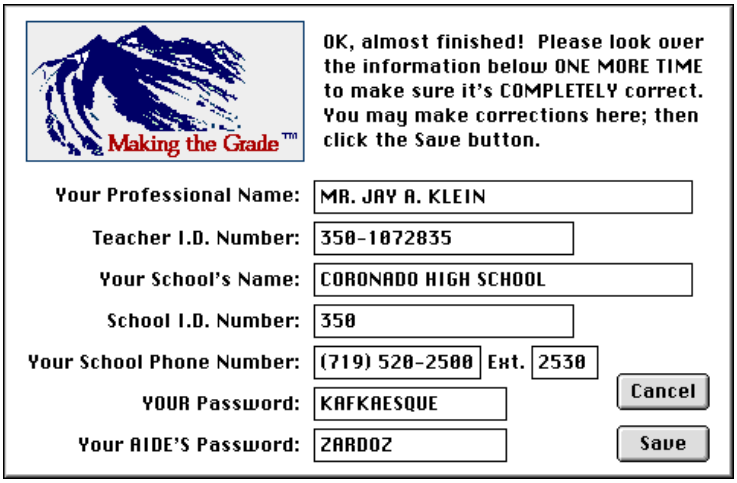
Almost finished—but first a quick word about program and data security. We strongly recommend that you protect your application with a PASSWORD up to 10 characters in length. You may enter upper case letters, spaces, numbers, and symbols here—or just the RETURN key, the most devious of all PASSWORDS. (This code will also protect your class files from intrusion by others who have a copy of *Making the Grade*, but more about that later.)

At this time you may also enter a password for a student, parent, or paraprofessional aide—one which will give him or her **restricted access** to the proprietary data in your files. With this code your helper may open your program and classes and then key in <u>new</u> assignment data; but he or she may **not** peruse or print out <u>old</u>! The restrictions: The aide's password may **not** be the same as yours, nor may you enter an aide's password without recording one for yourself.

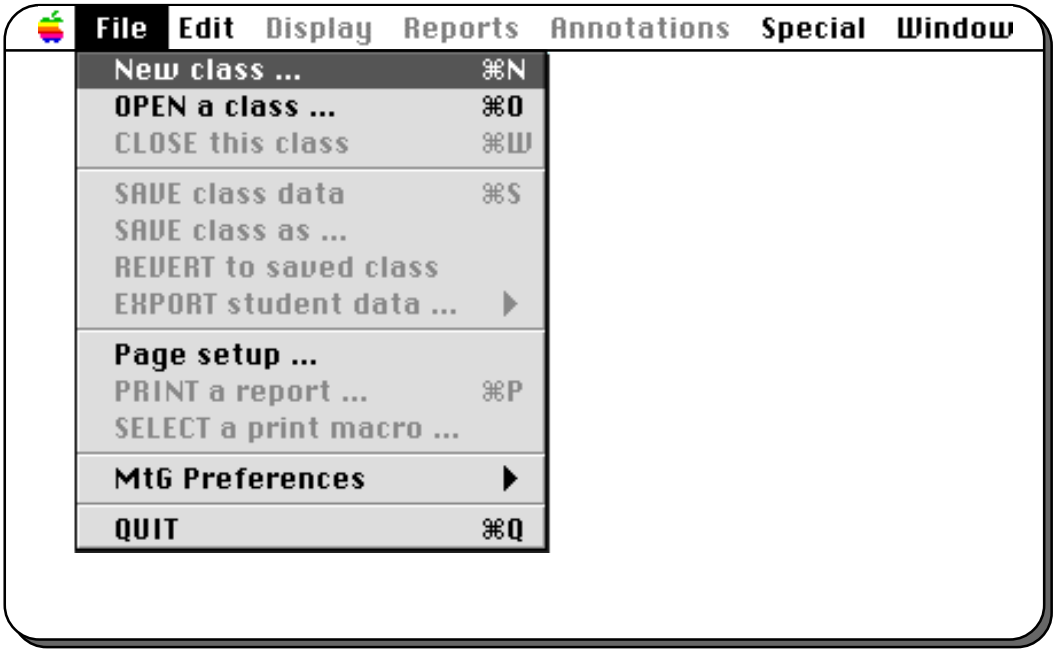
The final screen in this section of *MtG* (below) summarizes the info you've entered and enables correction of errors made to this point. This summary screen was taken from my personal copy of the program. My PASSWORD not only honors one of my favorite writers—it's the way I felt most Mondays at Coronado High School. (The aide's password is a favorite Sean Connery movie.) By the way, don't worry if you discover a mistake here in the coming days or weeks; you can always access this information again under the **EDIT** menu in the **Setup Info > Teacher information** subsection. (Be prepared to reenter your PASSWORD again, however, as an additional security measure.)

NOTE: Your school telephone and extension numbers are wholly optional entries. Please understand, however, that *something* must be entered in the first of these boxes if you wish to take advantage of the "Invitation to Call" option in student reports.

By the way, we also recommend that you include your **area code** when you enter the school telephone number. Student reports are often dispatched to parents or guardians in distant lands, and they greatly appreciate knowing your complete number.

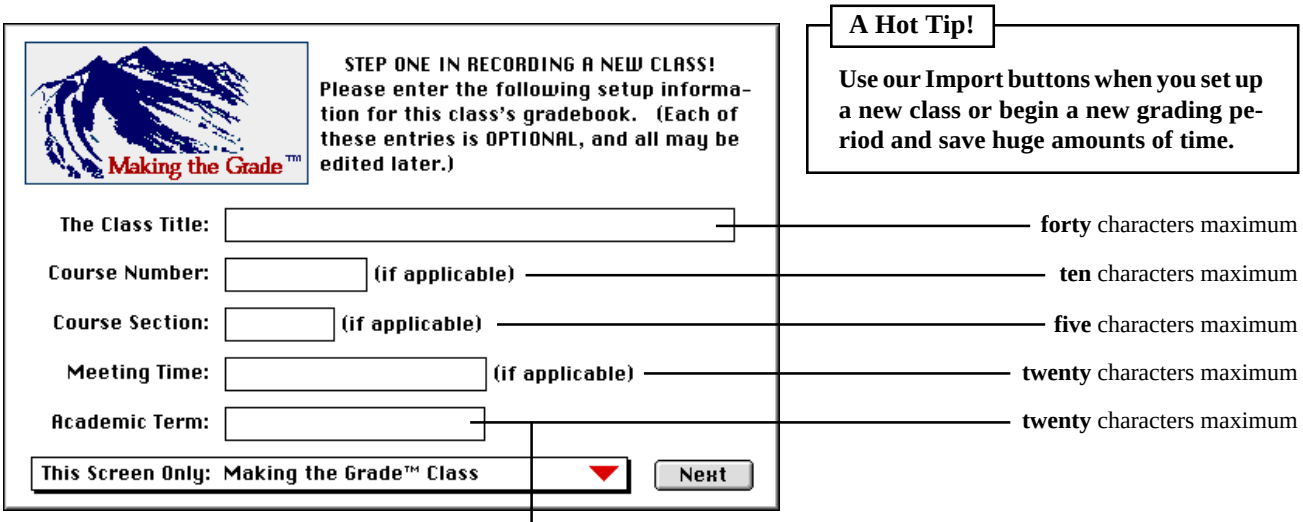

Making the Grade™
OK, almost finished! Please look over the information below ONE MORE TIME to make sure it's COMPLETELY correct. You may make corrections here; then click the Save button.
Your Professional Name: MR. JAY A. KLEIN
Teacher I.D. Number: 350-1072835
Your School's Name: CORONADO HIGH SCHOOL
School I.D. Number: 350
Your School Phone Number: (719) 520-2500 Ext. 2530
YOUR Password: KAFKAESQUE
Your AIDE'S Password: ZARDOZ
Cancel
Save

Setting Up A Class



■ Class Identification

Now that you've entered your personal information for the *Making the Grade* printouts, it's time to set up your first class. Each of the following screens is virtually self-explanatory, but the following tips may help get the most out of each program feature.


Making the Grade™
STEP ONE IN RECORDING A NEW CLASS!
Please enter the following setup information for this class's gradebook. (Each of these entries is OPTIONAL, and all may be edited later.)
The Class Title:
forty characters maximum
Course Number:
(if applicable)
ten characters maximum
Course Section:
(if applicable)
five characters maximum
Meeting Time:
(if applicable)
twenty characters maximum
Academic Term:
twenty characters maximum
This Screen Only: Making the Grade™ Class
Next

A Hot Tip!

Use our Import buttons when you set up a new class or begin a new grading period and save huge amounts of time.

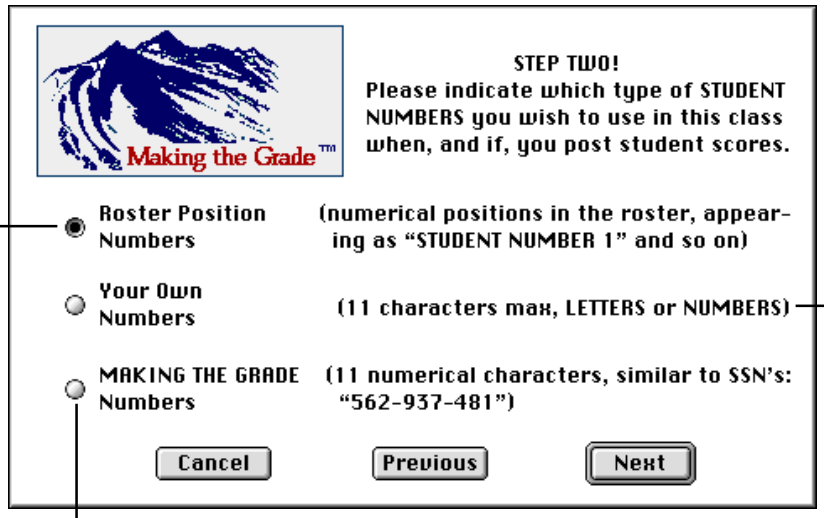
We recommend that you always include the ***year*** in the Academic Term field to differentiate this particular class Title and Meeting Time from all others in your professional archives. **[Quarter I: 1998-99]**

Experience has shown that the above information usually looks best in **CAPITAL LETTERS** on your reports, but, as always, the choice is yours to use upper and/or lower case characters in such entries.

Student Number Selection

Every student in your gradebook *must* have an I.D. Code to protect his or her anonymity, just in case you wish to post students' progress report. That's the bad news. The good news is that you have your choice of **three** types of student numbers, two of which we will create *for* you automatically.

These I.D. codes require no decision at all, for they're assigned automatically to students as they appear in the class roster (from top to bottom). Do keep in mind, however, that **Roster Position Numbers** are subject to change if a new student comes into the class and you then sort the gradebook by student last name. Confusion has been known to rule here.

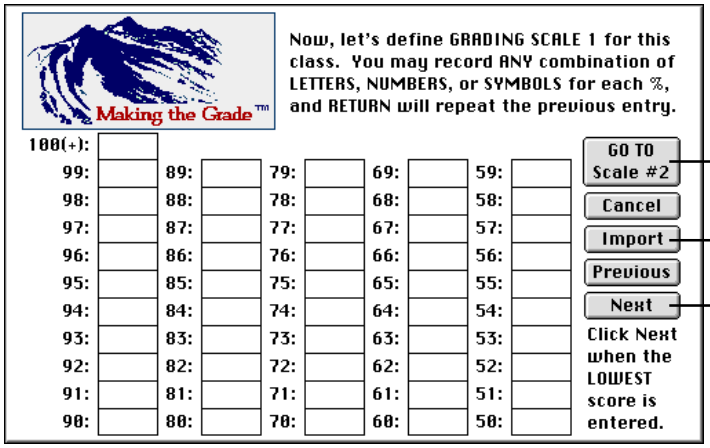

Making the Grade™
STEP TWO!
Please indicate which type of STUDENT NUMBERS you wish to use in this class when, and if, you post student scores.
Roster Position Numbers
(numerical positions in the roster, appearing as "STUDENT NUMBER 1" and so on)
Your Own Numbers
(11 characters max, LETTERS or NUMBERS)
MAKING THE GRADE Numbers
(11 numerical characters, similar to SSN's: "562-937-481")
Cancel
Previous
Next

Let your imagination be your guide with this choice. You can enter almost anything you wish, from students' **Social Security Numbers** to building or district matriculation numbers. **NOTE:** We strongly urge you ***not*** to use students' nicknames here. Such aliases are usually known to one and all, making anonymity a moot issue, at best.

Actually, these I.D. codes are our least favorite, for they are usually foreign to both you *and* your students. Nevertheless, if a student number like **480-859-932** is what you have in mind and *speed* is of the essence, this is the choice for you.

Class Grading Scales

It's now time to set up your grade equivalents for this class, a task which you may have to do only once for the rest of your teaching career. At this point, *Grade Busters 1/2/3* users will notice two significant program enhancements in *Making the Grade*: the ability to enter **three characters** for each percentage (instead of two) and the addition of FOUR MORE GRADING SCALES per class, for a total of FIVE separate systems with which to evaluate student performance. In an age of shrinking school budgets across the country, we teachers must often accommodate even greater numbers of students of **wider ability ranges** within the same classroom—and this is Jay Klein Productions' partial solution to the challenge of fair and individualized grading for all. In *Making the Grade*, you may assign any one of five different grading scales to students of different abilities within the same class, so that an **85%** for one may be a **B**, with the same percentage being an **A-** or + for another.


Making the Grade™
Now, let's define GRADING SCALE 1 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+):
99: 89: 79: 69: 59:
98: 88: 78: 68: 58:
97: 87: 77: 67: 57:
96: 86: 76: 66: 56:
95: 85: 75: 65: 55:
94: 84: 74: 64: 54:
93: 83: 73: 63: 53:
92: 82: 72: 62: 52:
91: 81: 71: 61: 51:
90: 80: 70: 60: 50:
GO TO Scale #2
Cancel
Import
Previous
Next
Click Next when the LOWEST score is entered.

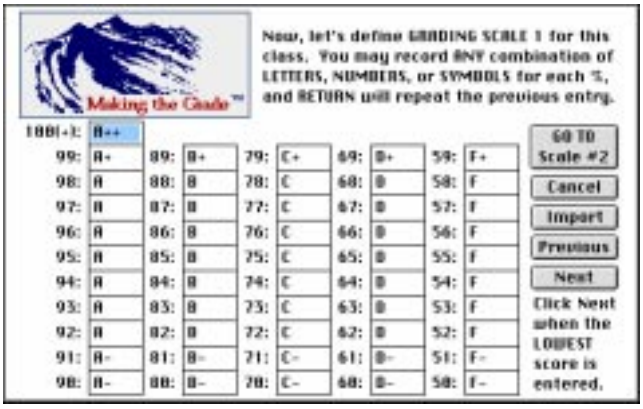
Click here once you have set up **Scale #1** to set up **Scales #2**, **#3**, **#4**, and **#5**.

Use **Import** to copy the grading scales from another class and save even more time.

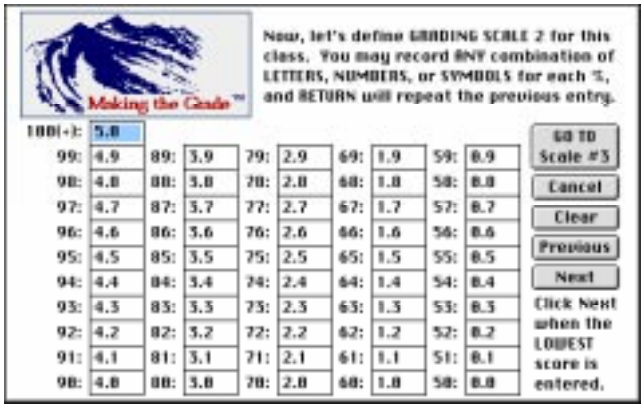
Click this button once you've entered the **lowest** mark anyone can receive. That is, if F is your lowest letter grade, enter it *only once*, click Next, and all open percentage boxes will be filled automatically with F.

As you set up your grading scales, keep in mind that you may enter any **three-character combination** in each of the boxes below, including, but not limited to, the traditional A+ through F range. As you can see, I use a fairly standard grading system in all of my classes (Scale 1), but a friend at university level converts her percentages to a 5.0 to 0.0 scale for GPA purposes (Scale 2). Another colleague uses such acronyms as EX (EXcellent), VG (Very Good), AV (AVerage), BA (Below Average) and UN (UNsatisfactory) to indicate student achievement in her elementary school classes (Scale 3). One particularly creative kindergarten teacher devised an "apple" chart to evaluate her students (Scale 4). (Be sure to investigate the **Key Caps DA** thoroughly.) And there just may be times when **nothing at all** is what you'd like to see printed next to your students' percentages (Scale 5). No matter what marks you set up here, keep in mind that you can "mix and match" among your students and even group them by grading scale, if you wish, in your gradebook printouts.

Sample Grading Scale 1


Making the Grade™
Now, let's define GRADING SCALE 1 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+): A++
99: A+ 89: B+ 79: C+ 69: D+ 59: F+
98: A 88: B 78: C 68: D 58: F
97: A 87: B 77: C 67: D 57: F
96: A 86: B 76: C 66: D 56: F
95: A 85: B 75: C 65: D 55: F
94: A 84: B 74: C 64: D 54: F
93: A 83: B 73: C 63: D 53: F
92: A 82: B 72: C 62: D 52: F
91: A- 81: B- 71: C- 61: D- 51: F-
90: A- 80: B- 70: C- 60: D- 50: F-
GO TO Scale #2
Cancel
Import
Previous
Next
Click Next when the LOWEST score is entered.

Sample Grading Scale 2


Making the Grade™
Now, let's define GRADING SCALE 2 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+): 5.0
99: 4.9 89: 3.9 79: 2.9 69: 1.9 59: 0.9
98: 4.8 88: 3.8 78: 2.8 68: 1.8 58: 0.8
97: 4.7 87: 3.7 77: 2.7 67: 1.7 57: 0.7
96: 4.6 86: 3.6 76: 2.6 66: 1.6 56: 0.6
95: 4.5 85: 3.5 75: 2.5 65: 1.5 55: 0.5
94: 4.4 84: 3.4 74: 2.4 64: 1.4 54: 0.4
93: 4.3 83: 3.3 73: 2.3 63: 1.3 53: 0.3
92: 4.2 82: 3.2 72: 2.2 62: 1.2 52: 0.2
91: 4.1 81: 3.1 71: 2.1 61: 1.1 51: 0.1
90: 4.0 80: 3.0 70: 2.0 60: 1.0 50: 0.0
GO TO Scale #3
Cancel
Clear
Previous
Next
Click Next when the LOWEST score is entered.

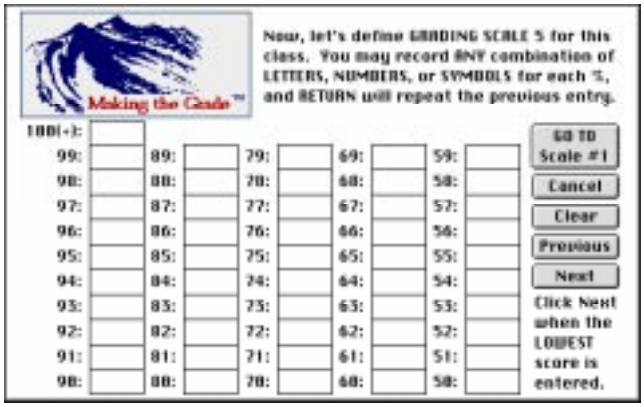
Sample Grading Scale 3

Making the Grade™
Now, let's define GRADING SCALE 3 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+): EX+
99: EX+ 89: VG+ 79: AV+ 69: BA+ 59: UN+
98: EX 88: VG 78: AV 68: BA 58: UN
97: EX 87: VG 77: AV 67: BA 57: UN
96: EX 86: VG 76: AV 66: BA 56: UN
95: EX 85: VG 75: AV 65: BA 55: UN
94: EX 84: VG 74: AV 64: BA 54: UN
93: EX 83: VG 73: AV 63: BA 53: UN
92: EX 82: VG 72: AV 62: BA 52: UN
91: EX 81: VG 71: AV 61: BA 51: UN
90: EX- 80: VG- 70: AV- 60: BA- 50: UN-
GO TO Scale #4
Cancel
Clear
Previous
Next
Click Next when the LOWEST score is entered.

Sample Grading Scale 4

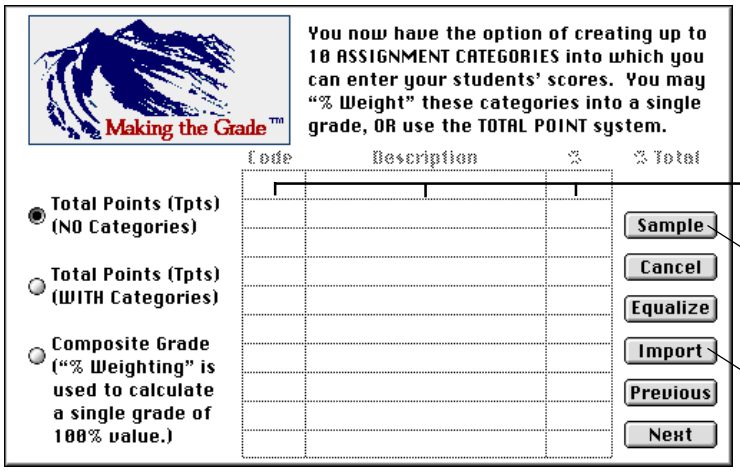
Making the Grade™
Now, let's define GRADING SCALE 4 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+):
99: 89: 79: 69: 59:
98: 88: 78: 68: 58:
97: 87: 77: 67: 57:
96: 86: 76: 66: 56:
95: 85: 75: 65: 55:
94: 84: 74: 64: 54:
93: 83: 73: 63: 53:
92: 82: 72: 62: 52:
91: 81: 71: 61: 51:
90: 80: 70: 60: 50:
GO TO Scale #5
Cancel
Clear
Previous
Next
Click Next when the LOWEST score is entered.

Sample Grading Scale 5


Making the Grade™
Now, let's define GRADING SCALE 5 for this class. You may record ANY combination of LETTERS, NUMBERS, or SYMBOLS for each %, and RETURN will repeat the previous entry.
100(+):
99: 89: 79: 69: 59:
98: 88: 78: 68: 58:
97: 87: 77: 67: 57:
96: 86: 76: 66: 56:
95: 85: 75: 65: 55:
94: 84: 74: 64: 54:
93: 83: 73: 63: 53:
92: 82: 72: 62: 52:
91: 81: 71: 61: 51:
90: 80: 70: 60: 50:
GO TO Scale #1
Cancel
Clear
Previous
Next
Click Next when the LOWEST score is entered.

■ Assignment Categories and % Weighting

One of the many improvements in *Making the Grade* over *Grade Busters 1/2/3* is this important feature—the ability to group up to **320 assignments** into as many as **10 categories** and **15 reporting periods**, and then weight them into a single, composite grade. Your grading options here are threefold: You may use a simple, "no-frills" total points system without categories; a total points system with categories; or the aforementioned categories and weighting system. The choice is yours, of course, but do keep in mind that the second and third options usually require a significantly larger investment in paper for student take-home reports.

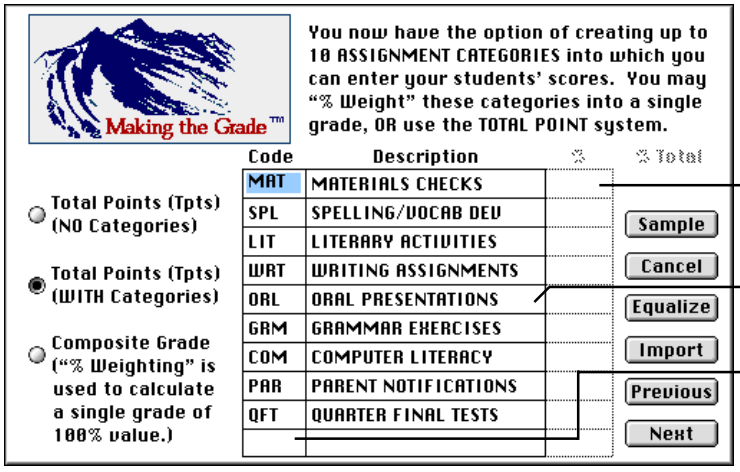

Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Code
Description
%
% Total
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Sample
Cancel
Equalize
Import
Previous
Next

TOTAL POINT SYSTEM (without categories)

All three of these columns are dimmed because they do not apply to this (default) grading style.

Click this **Sample** button to see what teachers at Coronado High School and others around the country do in their classes.

Click here to **Import** category setup information from other classes. (The time saver!)

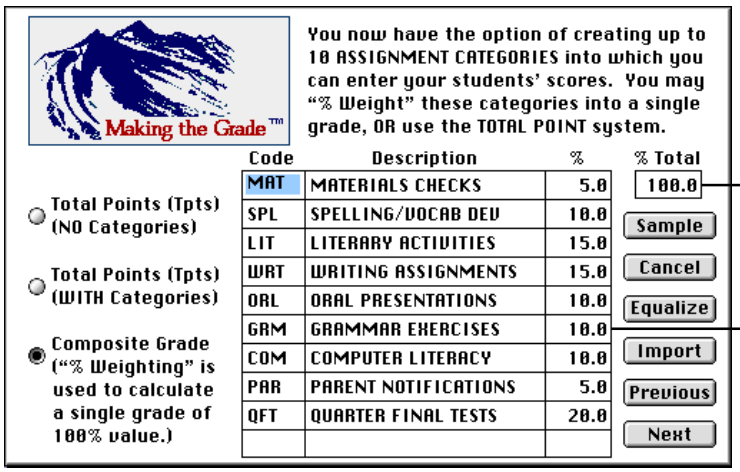

Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Code
Description
%
% Total
MAT MATERIALS CHECKS
SPL SPELLING/VOCAB DEV
LIT LITERARY ACTIVITIES
WRT WRITING ASSIGNMENTS
ORL ORAL PRESENTATIONS
GRM GRAMMAR EXERCISES
COM COMPUTER LITERACY
PAR PARENT NOTIFICATIONS
QFT QUARTER FINAL TESTS
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Sample
Cancel
Equalize
Import
Previous
Next

TOTAL POINT SYSTEM (with categories)

This column alone is grayed since weights are not used in this format.

Category Descriptions are limited to 20 characters each, all in UPPER case.

Category Codes are limited to 3 characters, all caps. We recommend that these acronyms be as similar as possible to their descriptions to help students and parents interpret them at a glance.

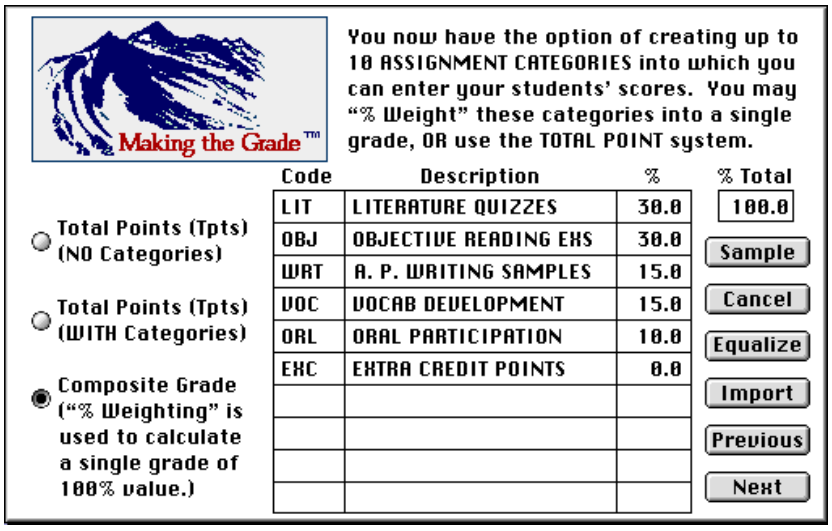

Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Code
Description
%
% Total
MAT MATERIALS CHECKS 5.0 100.0
SPL SPELLING/VOCAB DEV 10.0
LIT LITERARY ACTIVITIES 15.0
WRT WRITING ASSIGNMENTS 15.0
ORL ORAL PRESENTATIONS 10.0
GRM GRAMMAR EXERCISES 10.0
COM COMPUTER LITERACY 10.0
PAR PARENT NOTIFICATIONS 5.0
QFT QUARTER FINAL TESTS 20.0
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Sample
Cancel
Equalize
Import
Previous
Next

WEIGHTED SYSTEM (with categories)

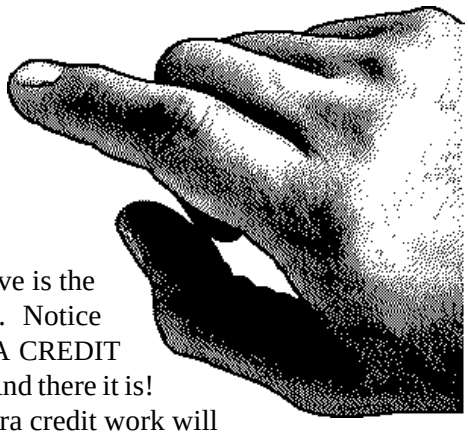
This running total of all category percentage weights *must* be **100.0** before you may leave this section of the program.

% weights must be whole numbers and/or decimals to the *tenths* place only. By the by, **0.0** *is* a valid category weight if you wish to record information that has no computational value whatsoever in your gradebook (such as pretests).

OK, a little test before moving on:


Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Code
Description
%
% Total
100.0
LIT LITERATURE QUIZZES 30.0
OBJ OBJECTIVE READING EXS 30.0
WRT A. P. WRITING SAMPLES 15.0
VOC VOCAB DEVELOPMENT 15.0
ORL ORAL PARTICIPATION 10.0
EXC EXTRA CREDIT POINTS 0.0
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Sample
Cancel
Equalize
Import
Previous
Next

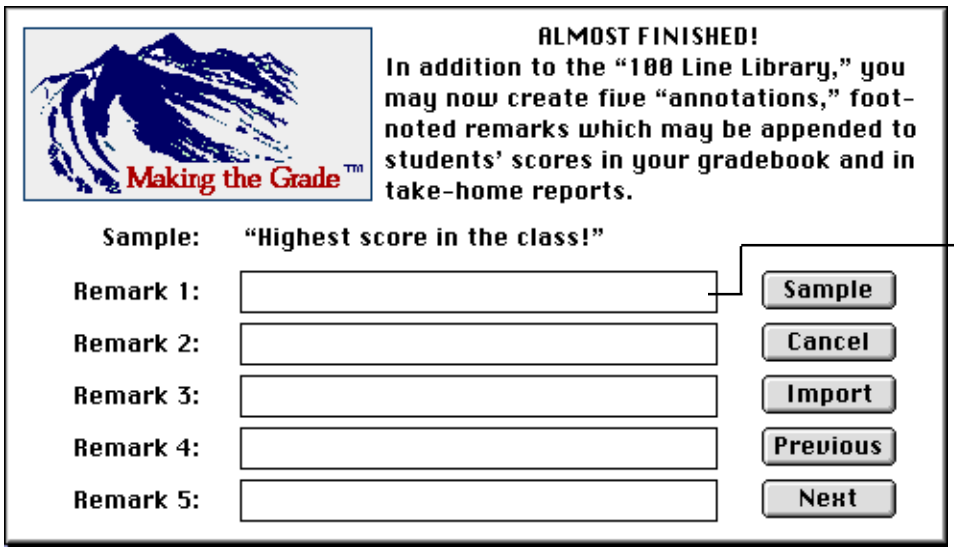
What's Wrong With This Picture?



The Answer: It's not easy to see, but . . . . The grading system above is the Categories + % Weighting method of evaluating student performance. Notice that the sixth category in the table has been encoded EXC for EXTRA CREDIT POINTS and has been assigned a weight of 0.0% of the overall grade. And there it is! In this system, and contrary to the best laid plans of mice and men, extra credit work will not affect students' final grades one iota! Why? Because, as a category recording "above and beyond" student effort, **it has no computational value whatsoever—0.0%**. The only solution to the problem is to return to a Total Points With Categories system, **or** to place all extra credit work within the other five **active** categories.

■ Student Grade Annotations

Another innovation in *Making the Grade* of which we're especially proud is the ability to append one of **five teacher-generated comments** to students' scores. These annotations appear in the hardcopy gradebook and individual student take-home reports as a superscripted number [2 65], and each will be fully described in the reports' ABBREVIATIONS at the bottom of the page. These highly specialized commentaries on specific class assignments lend additional power to the more generalized comments on student behavior and achievement found in the *MtG* 100 LINE LIBRARY (described later).

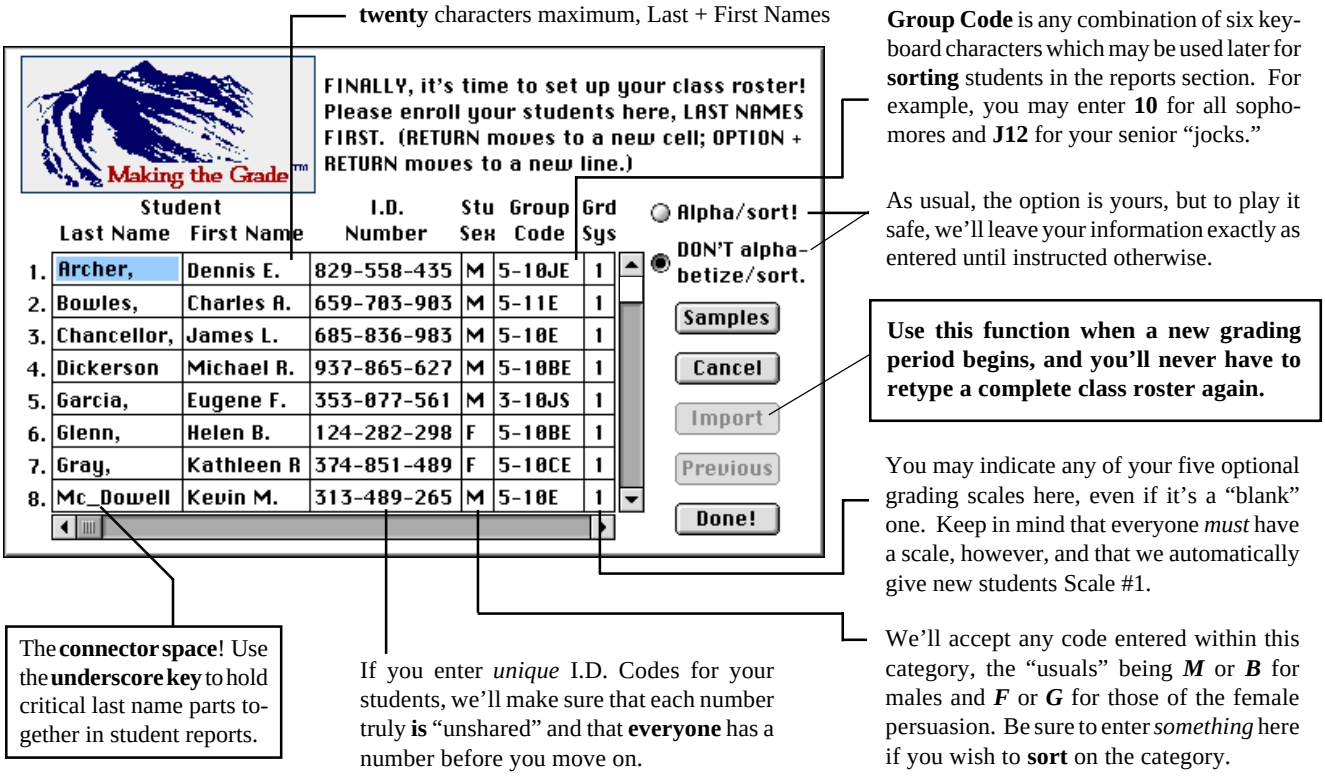


thirty characters maximum

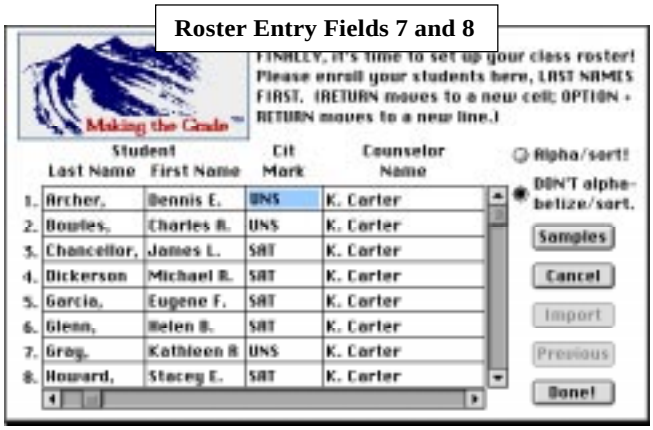
WARNING! Once you have recorded and appended these five annotations to your students' scores, be careful not to change the basic **content** of any of the messages. Style and phrasing, yes—content, most definitely no!

The Class Roster

Last task before actual score entry in the gradebook! The good news here is that setting up your electronic class roster is no different from what you've done for years by hand, so press on and note the special hints, functions, and options below. By the way, even though you must enter students' LAST NAMES first, you do not have to use commas to separate their other name parts—a space alone will do, especially if you're pressed for room. (See DICKERSON MICHAEL R. below.)

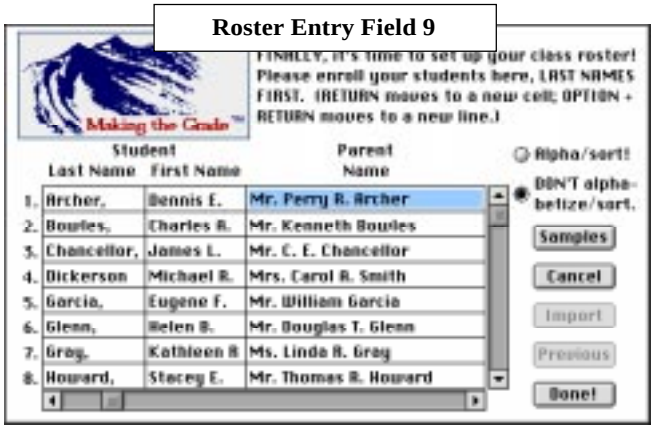

twenty characters maximum, Last + First Names
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student Last Name | First Name | I.D. Number | Stu Sex | Group Code | Grd Sys
1. Archer, Dennis E. 829-558-435 M 5-10JE 1
2. Bowles, Charles A. 659-703-983 M 5-11E 1
3. Chancellor, James L. 685-836-983 M 5-10E 1
4. Dickerson Michael R. 937-865-627 M 5-10BE 1
5. Garcia, Eugene F. 353-077-561 M 3-10JS 1
6. Glenn, Helen B. 124-282-298 F 5-10BE 1
7. Gray, Kathleen R 374-851-489 F 5-10CE 1
8. Mc_Dowell Kevin M. 313-489-265 M 5-10E 1
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Done!
Group Code is any combination of six keyboard characters which may be used later for **sorting** students in the reports section. For example, you may enter **10** for all sophomores and **J12** for your senior "jocks."
As usual, the option is yours, but to play it safe, we'll leave your information exactly as entered until instructed otherwise.
Use this function when a new grading period begins, and you'll never have to retype a complete class roster again.
You may indicate any of your five optional grading scales here, even if it's a "blank" one. Keep in mind that everyone *must* have a scale, however, and that we automatically give new students Scale #1.
We'll accept any code entered within this category, the "usuals" being ***M*** or ***B*** for males and ***F*** or ***G*** for those of the female persuasion. Be sure to enter *something* here if you wish to **sort** on the category.
The **connector space**! Use the **underscore key** to hold critical last name parts together in student reports.
If you enter *unique* I.D. Codes for your students, we'll make sure that each number truly **is** "unshared" and that **everyone** has a number before you move on.

Roster Entry Fields 7 and 8


Student Last Name | First Name | Cit Mark | Counselor Name
1. Archer, Dennis E. UNS K. Carter
2. Bowles, Charles A. UNS K. Carter
3. Chancellor, James L. SAT K. Carter
4. Dickerson Michael R. SAT K. Carter
5. Garcia, Eugene F. SAT K. Carter
6. Glenn, Helen B. SAT K. Carter
7. Gray, Kathleen R UNS K. Carter
8. Howard, Stacey E. SAT K. Carter

Citizenship Mark (3 characters maximum)
Counselor Name (20 characters maximum)

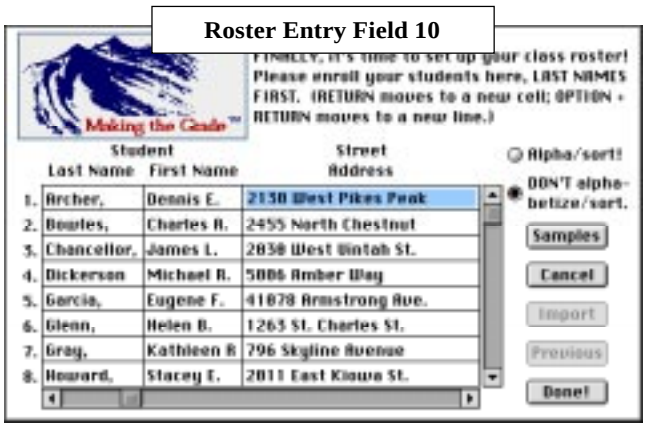
Roster Entry Field 9

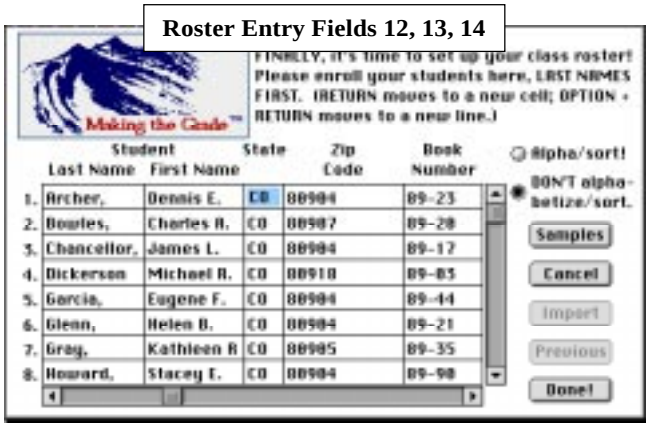

Student Last Name | First Name | Parent Name
1. Archer, Dennis E. Mr. Perry R. Archer
2. Bowles, Charles A. Mr. Kenneth Bowles
3. Chancellor, James L. Mr. C. E. Chancellor
4. Dickerson Michael R. Mrs. Carol R. Smith
5. Garcia, Eugene F. Mr. William Garcia
6. Glenn, Helen B. Mr. Douglas T. Glenn
7. Gray, Kathleen R Ms. Linda R. Gray
8. Howard, Stacey E. Mr. Thomas R. Howard

Parent Name (20 characters maximum)

You'll probably leave the **Cit Mark** field blank setting up a class, but this is the place to record such information *en masse* once opinions are formed. If your students don't have school advisors, you may wish to use the **Counselor Name** field for additional group information.

You will note that we've provided room for only one **Parent (Guardian) Name** at this point in the student data base. Keep in mind, however, that **10 Custom Fields** of 20 characters each await your personal touch. (They're perfect for an additional parent name and phone number.)

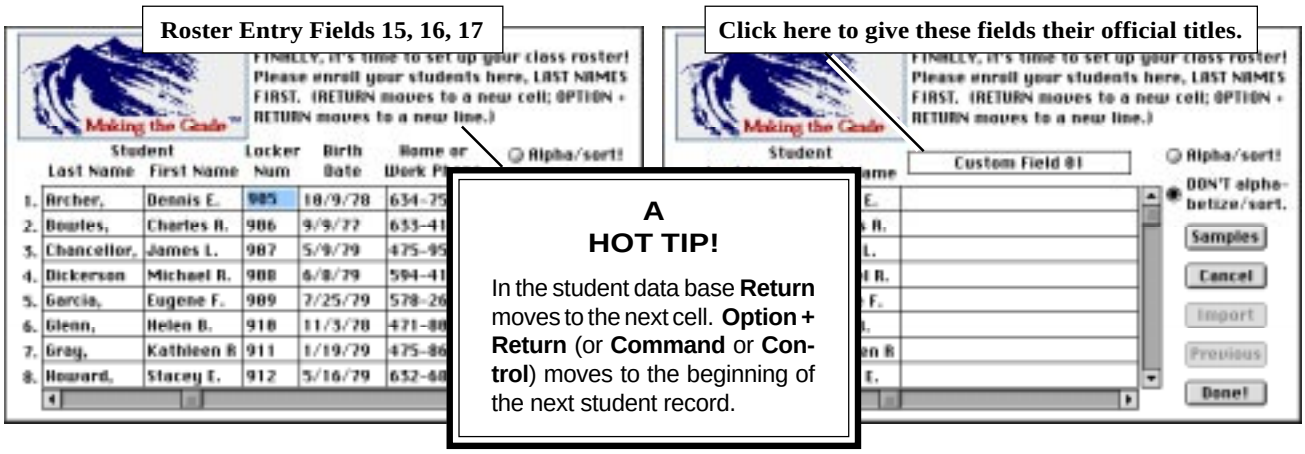

Roster Entry Field 10
Making the Grade™
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student
Last Name First Name
Street Address
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Done!
1. Archer, Dennis E. 2130 West Pikes Peak
2. Bowles, Charles A. 2455 North Chestnut
3. Chancellor, James L. 2830 West Uintah St.
4. Dickerson Michael R. 5806 Amber Way
5. Garcia, Eugene F. 41878 Armstrong Ave.
6. Glenn, Helen B. 1263 St. Charles St.
7. Gray, Kathleen R 796 Skyline Avenue
8. Howard, Stacey E. 2811 East Kiowa St.


Roster Entry Fields 12, 13, 14
Making the Grade™
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student
Last Name First Name
State
Zip Code
Book Number
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Done!
1. Archer, Dennis E. CO 80904 89-23
2. Bowles, Charles A. CO 80907 89-28
3. Chancellor, James L. CO 80904 89-17
4. Dickerson Michael R. CO 80918 89-85
5. Garcia, Eugene F. CO 80904 89-44
6. Glenn, Helen B. CO 80904 89-21
7. Gray, Kathleen R CO 80905 89-35
8. Howard, Stacey E. CO 80904 89-90

The ***MtG* Student Data Base** possesses 38 fields:

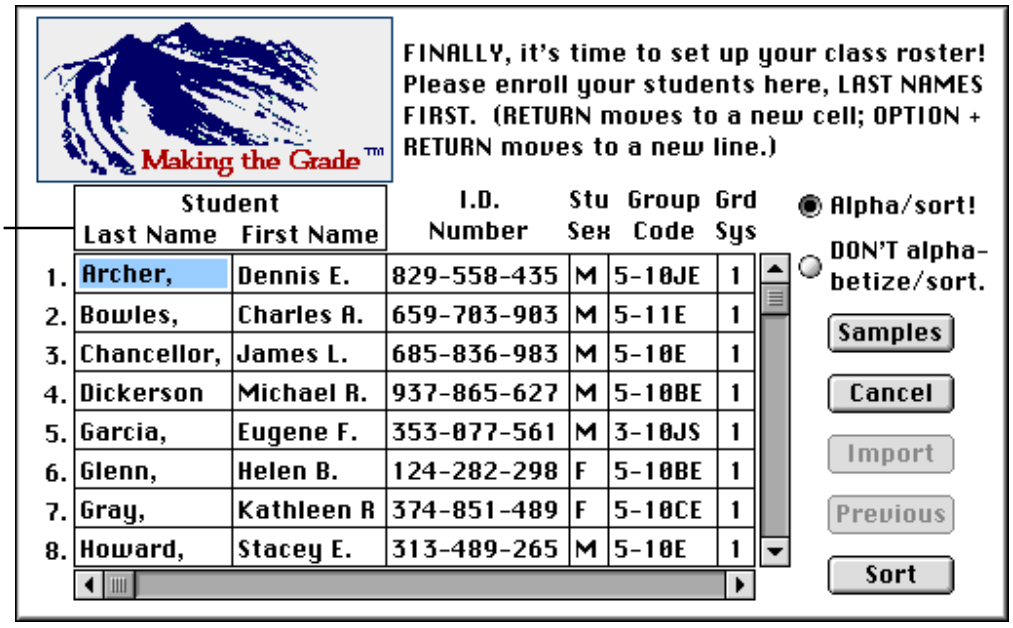
1.	Stu Last Name	**5.**	Group Code	**9.**	Parent Name	**13.**	Zip Code
2.	Stu First Name	**6.**	Grading System	**10.**	Street Address	**14.**	Book Number
3.	I.D. Number	**7.**	Citizenship Mark	**11.**	City	**15.**	Locker Number
4.	Student Sex	**8.**	Counselor Name	**12.**	State	**16.**	Birth Date

17.	Home or Work Phone		
18.	Line Library Comments		
19-28.	Custom Fields 1-10		
29-38.	Category Effort Marks		


Roster Entry Fields 15, 16, 17
Click here to give these fields their official titles.
Making the Grade™
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student
Last Name First Name
Locker Num
Birth Date
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Done!
Custom Field 01
A
HOT TIP!
In the student data base Return moves to the next cell. Option + Return (or Command or Control) moves to the beginning of the next student record.

Speaking of the Alpha/sort function:

Once you have completed the roster for a class, you may wish to rearrange it somewhat before proceeding with grade entry. Clicking on the **Alpha/sort** button at the right of the screen places a **sorting box** around the first of the 26 category headers. This means, simply, that clicking **Sort!** at this point will alphabetize this class roster by **Student Name**. Clicking on **I.D. Number**, **Stu Sex**, **Group Code**, **Grd Sys**, etc., will sort the roster along those criteria as well—and you can always choose to "re-sort" your gradebook by a different category whenever you wish.


Making the Grade™
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student
Last Name First Name
I.D. Number
Stu Sex
Group Code
Grd Sys
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Sort
1. Archer, Dennis E. 829-558-435 M 5-10JE 1
2. Bowles, Charles A. 659-703-903 M 5-11E 1
3. Chancellor, James L. 685-836-983 M 5-10E 1
4. Dickerson Michael R. 937-865-627 M 5-10BE 1
5. Garcia, Eugene F. 353-877-561 M 3-10JS 1
6. Glenn, Helen B. 124-282-298 F 5-10BE 1
7. Gray, Kathleen R 374-851-489 F 5-10CE 1
8. Howard, Stacey E. 313-489-265 M 5-10E 1

Alpha/Sort RULES AND REGULATIONS:

1. If you select Roster Position or Making the Grade Student I.D. Numbers, you'll find that column already filled with 80 numbers when you set up a roster. Of course, if you elect to enter your own student numbers, the column will be empty, awaiting your input.

2. Alpha/sorting the class roster can be done as many times as you wish, using any of 26 criteria. That is, you may configure (and print out) your gradebook and Daily Record by Student Names initially, and then rearrange by Group Codes or Grading Systems later!

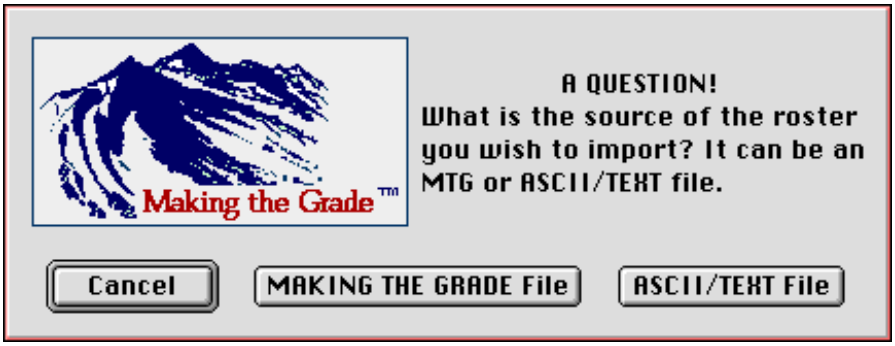
3. Keep in mind that Alpha/Sorting is a *real*, data-moving prioritizing of your gradebook and Daily Record; the display function in both modules is but a *temporary* realignment of data.

4. New students will be automatically placed at the *end* of your class roster; you may then decide whether you wish to restructure/rearrange the list.

5. Dropped students placed at the end of a class roster *will not* move with their peers when the class list is sorted—unless you elect to change this feature in the Preferences section under the File menu.

And speaking of the Import function:

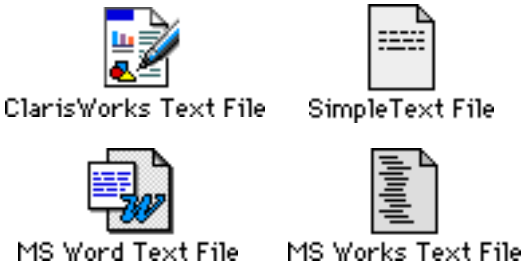
Entering a large class roster is, at best, akin to having a root canal; so we offer **two** methods of importing such information. You may select another *MtG* file, of course, ***or*** you may connect with a simple **TEXT** or **ASCII** document prepared by a word processor, data base program, or data management service.


Making the Grade™
A QUESTION!
What is the source of the roster you wish to import? It can be an MTG or ASCII/TEXT file.
Cancel
MAKING THE GRADE File
ASCII/TEXT File

The former option requires no instruction whatsoever. **The latter, however, requires that data fields be laid out in the same order, left to right, as that seen on the roster screen:**

1 Stu Last Name *	2 Stu First Name *	3 I.D. Number *	4 Student Sex *	5 Group Code *	6 Grading Sys *	7 Cit Mark *	8 Counselor
9 Parent Name *	10 Street Address *	11 City *	12 State *	13 Zip Code *	14 Book Num *	15 Locker Num *	16 Birth Date
17 Telephone *	18-27 Cus Fields 1-10 †						

Sample ASCII File Icons



Each field must be "delimited" by a ***comma** or ***tab**, and the end of each record must be indicated by a **†RETURN**.

Each ASCII file must be completely **"nude"** from start to finish, with no extraneous **header**, **footer**, or **formatting information** appended to the record.

If a field is to be left empty in a record, a comma or tab must replace it. That is, if **Grading System** is to be left empty above, there must be **two** delimiters (commas or tabs) placed between Group Code and Citizenship Mark.

TIPS TRICKS TRADE SECRETS

and more TROUBLESHOOTING

A TIP

Key Caps

Those of us antiquarians raised on manual or electric QWERTYUIOP typewriters may not realize that the Macintosh keyboard can generate many more characters than ordinarily meet the eye. These hidden, non-alphanumeric symbols and pictographs are powerful tools for setting up your *MtG* grading scales and entering text fields like assignment titles and Line Library comments. Just select the **Key Caps** desk accessory (under the Apple in the left corner of the Finder menu) to see what goodies lie beneath the surface of your keyboard when **Option**, **Control**, **Shift**, and various combinations thereof, are pressed. As you can see from the examples below (in our usual screen font of **Chicago**), a great many intriguing and useful symbols await your command, so let your imagination be your guide as your set up your grading systems, annotations, Line Library, and assignment descriptors. Your Mac *should* be able to handle almost any notation—or foreign language character—you require.

The Option Keyboard:
(You must press Option + the key underlying these character positions at right.)

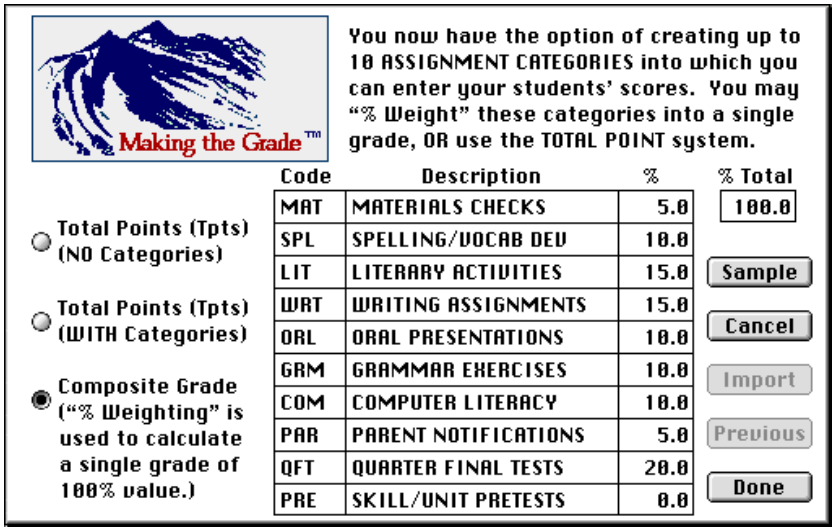
The Control + Option Keyboard:
(The boxes indicate characters which are inactive in this mode.)

The Shift + Option Keyboard:

And a very serious *caveat educator!* Four years of working with teachers nationwide has shown us that the **Categories With Weights** system of grading is, all too often, a public relations disaster just waiting to happen. Frankly, most students and parents do not understand the complex calculations at work in such a system; consequently, we usually discourage its use unless you possess a *thorough* understanding of its pitfalls. Nevertheless, if Categories With Weights is your "cup of tea," please permit a brief explanation of how we compute such composite grades. The primary formulae we employ have been taken from the ***CRC Handbook of Mathematical Formulas and Tables***, Chapter 12, "Probability and Statistics for Weighted Mean Calculation." We have simplified these algorithms and present them one step at a time for you below. Please study this information carefully now, but if you use this grading system regularly, you'll probably have to review it later to answer the myriad questions posed by your charges. And make no mistake—they *will* have questions.

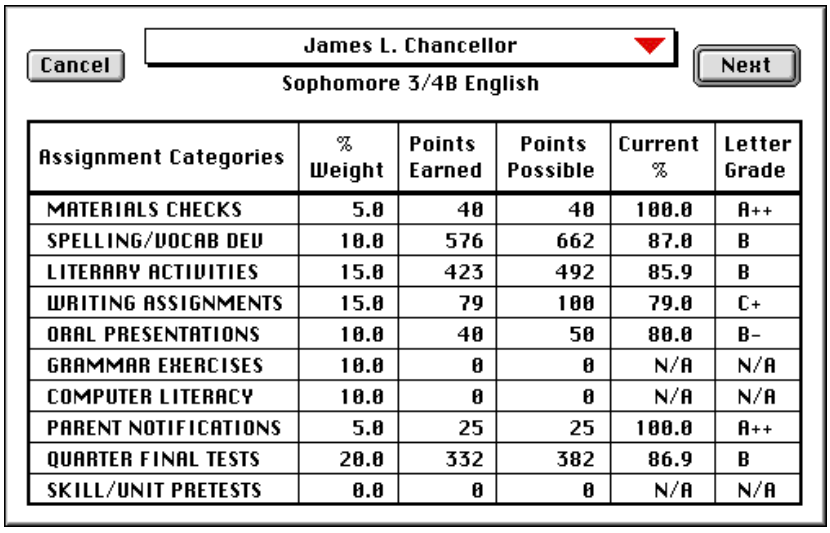
THE SAMPLE CLASS

For the purposes of this explanation, we will use the class setup shown at right. Note the ten categories in use, only nine of which have weighted values, however. (Pretest scores have been recorded in the gradebook, but they do not count for or against the students.)


Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Code | Description | % | % Total
MAT | MATERIALS CHECKS | 5.0 | 100.0
SPL | SPELLING/VOCAB DEV | 10.0
LIT | LITERARY ACTIVITIES | 15.0
WRT | WRITING ASSIGNMENTS | 15.0
ORL | ORAL PRESENTATIONS | 10.0
GRM | GRAMMAR EXERCISES | 10.0
COM | COMPUTER LITERACY | 10.0
PAR | PARENT NOTIFICATIONS | 5.0
QFT | QUARTER FINAL TESTS | 20.0
PRE | SKILL/UNIT PRETESTS | 0.0
Sample
Cancel
Import
Previous
Done

THE SAMPLE STUDENT

Once again, we shall focus on Jim Chancellor's data (right) to show how his scores in each category affect his composite grade. Please note before we proceed, however, that only seven of the ten available categories are "active" at this time.



Assignment Categories	% Weight	Points Earned	Points Possible	Current %	Letter Grade
MATERIALS CHECKS	5.0	40	40	100.0	A++
SPELLING/VOCAB DEV	10.0	576	662	87.0	B
LITERARY ACTIVITIES	15.0	423	492	85.9	B
WRITING ASSIGNMENTS	15.0	79	100	79.0	C+
ORAL PRESENTATIONS	10.0	40	50	80.0	B-
GRAMMAR EXERCISES	10.0	0	0	N/A	N/A
COMPUTER LITERACY	10.0	0	0	N/A	N/A
PARENT NOTIFICATIONS	5.0	25	25	100.0	A++
QUARTER FINAL TESTS	20.0	332	382	86.9	B
SKILL/UNIT PRETESTS	0.0	0	0	N/A	N/A

Step 1: ***We multiply the percentage Jim has earned in each "active" category by its assigned weighting factor.***

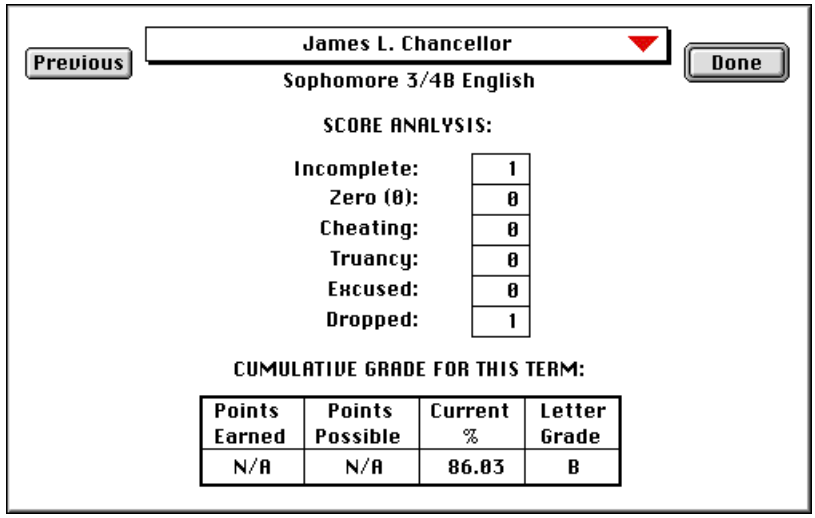
That is, we multiply his 100.0 in "Materials Checks" x 5.0 to get a **W**eighted **A**rithmetic **M**ean figure of 500.0. (We call these **"WAM Units"** in our workshops.) Then we multiply his 87.00 in "Spelling/Vocab Dev" x 10.0 to get 870.0 Units; his 85.97 in "Literary Activities" x 15.0 to get 1289.6 Units; his 79.00 in "Writing Assignments" x 15.0 to get 1185.0 Units; his 80.0 in "Oral Presentations" x 10.0 to get 800.0 Units; his 100.0 in "Parent Notifications" x 5.0 to get 500.0 Units; and his 86.91 in "Quarter Final Tests" by 20.0 to get 1738.2 Units.

Step 2: ***We combine Jim's seven individual WAM Units to get his WAM TOTAL.***

500 + 870 + 1289.6 + 1185 + 800 + 500 + 1738.2 = **6882.8 WAM Units**

Step 3: ***We then divide his WAM TOTAL by the total percentages in those categories which contain recorded scores (i.e., the "active" ones).***

That is, we divide **6882.8** by the total % of the seven categories which have scores in them, **80.0**. The resultant figure of **86.03%** is Jim's cumulative grade using the weights set up for this class.



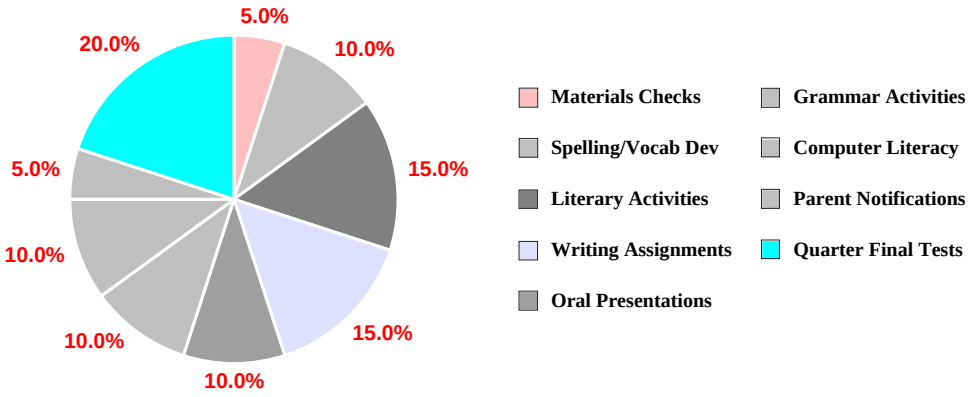
The problems inherent in such a system lie in the fact that Jim's simple point total, **1515** out of **1751** points possible, does not *seem* to equal **86.03%**. (In this case the figure is higher, but it *can* be much lower.) Most students and parents who audit the Progress Reports you send home will grab a calculator, add up the points earned on each assignment, and then divide by the points possible. They are seldom aware of Weighted Arithmetic Means formulas; and unless you, your school, or your district has sent home a position paper on the subject, confusion usually reigns. Depending upon the relative weights of the categories used and the number of assignments recorded, students' grades can swing *wildly* here and test the limits of one's mathematical credulity. This is especially true early in a grading period when few points have been accumulated in each category—so *please* be very careful when using this system. It can easily effect more harm than good if not used judiciously.

The sample student report below (available only with weighted categories, of course) is *Grade Busters'* unique way of helping students and parents understand how this system works. Truly, with this graphic document you should never again have to field lengthy, not to mention hostile, telephone calls inquiring about the unfathomable mysteries of weighted categories. The formulas delineated on the previous two pages have been laid out here with great care, and everyone concerned should be overwhelmed with your attention to detail in this report.

CORONADO HIGH SCHOOL
MR. JAY A. KLEIN

NOVEMBER 1, 1998
QUARTER 1: 1998-99

WEIGHTED GRADE COMPUTATION FOR JAMES L. CHANCELLOR



Assignment Categories	Points Earned	÷ Points Possible	=	Current %	X	Category % Weight	=	Contribution to Weighted Arithmetic Mean (W.A.M.)
MATERIALS CHECKS	40	40	=	100.00	X	5.0	=	500.0 Units
SPELLING/VOCAB DEV	576	662	=	87.00	X	10.0	=	870.0 Units
LITERARY ACTIVITIES	423	492	=	85.97	X	15.0	=	1,289.6 Units
WRITING ASSIGNMENTS	79	100	=	79.00	X	15.0	=	1,185.0 Units
ORAL PRESENTATIONS	40	50	=	80.00	X	10.0	=	800.0 Units
GRAMMAR EXERCISES								
COMPUTER LITERACY								
PARENT NOTIFICATIONS	25	25	=	100.00	X	5.0	=	500.0 Units
QUARTER FINAL TESTS	332	382	=	86.91	X	20.0	=	1,738.2 Units
SKILL/UNIT PRETESTS								
Totals From ACTIVE Categories:						80.0		6,882.8 Units

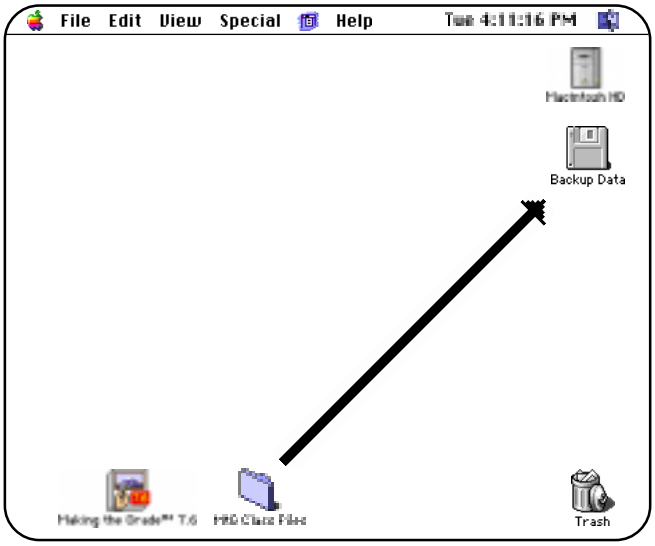
Your overall grade in this class is determined by dividing your total W.A.M. Units (**6,882.8**) by the total percentages of categories currently in use (**80.0**). Therefore, your composite percentage at this time is **86.03**, for a grade of **B**. If your figures differ significantly from mine, please see me privately as soon as possible.

—And probably the most important one you can ever take completely to heart. The **Macintosh First Law of Hardware/Software Failure Probability** (I made that up) states that the more important your class files become, the more likely they are to crash, burn, and die. Indeed, those of us who operate entirely on hard drive platforms often dwell in the greatest of fools' paradises. A colleague once noted that keeping all of one's data on a single hard drive is like driving in a demolition derby—sooner or later you're going to get it. Sometimes it seems that computers *know* how long it has been since you backed up your data, so they decide to lose your most crucial document at the most critical time out of sheer spite. Don't they?

Yes, they do. But a simple solution to the problem does exist, the only one we can recommend with a clear conscience and without reservation. It's the Jay Klein Productions **First Commandment of Computer Technology**:

> ***Thou shalt back up thy gradebook files each and every time thou dost edit even the smallest bit of information enscrolled therein. Nay, not once a week, nor once a month, nor once a semester, nor once a lifetime—but every time thou makest a change in class data. Yea, verily—EVERY TIME. And not onto the same hard drive or floppy diskette, but upon two alternating ones far from harm and mischief.***

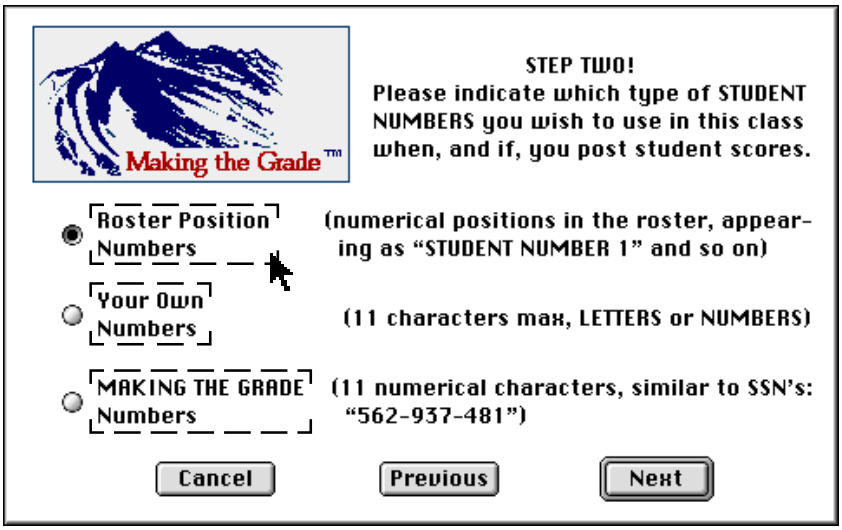
"But isn't this a royal pain in the [expletive deleted] to do?" you're probably asking. Not at all! If you're a single-partition hard drive enthusiast, keep all of your classes in one folder (perhaps on the desktop as I do below), and insert a back up floppy whenever you work on grades. Then at the end of each session, quit the program and drag your class folder onto the floppy disk icon. You'll probably be asked if you wish to replace older data with new, at which point just click **Yes** and then *fuhgeddaboudit!* It's that easy and carefree a process, *and* if you back up on alternate diskettes *every time* you open your class folder, you'll never be more than a few entries away from being whole again should the worst (inevitable?) occur.



If you're working with class files on two computers—one at home and one at school—please keep in mind that floppy diskettess are effective media for **backing up** and **transporting data** between locations, only. That is, you must **always** read class data from, and write new information back to, **hard drives** (including Zip® disks, of course). Floppies wear and fail!

Regardless of how you back up your data and how many copies you make (we keep four at all times), make sure you do so frequently, repeatedly, often, and regularly.

Before we leave this section of the documentation, here's a real eye-saving trick for those whose peepers "ain't what they used to be." Very few novice *or* experienced Mac users are aware of this, but one doesn't have to click *inside* those little circles (radio buttons) and squares (check boxes) accompanying program options to select them. As we who are over forty can attest, these targets can be difficult to hit, especially when one's mouse or track ball isn't cooperating and Visine™ is the order of the day. So . . . **just click anywhere on the text immediately following a radio button to activate it, or anywhere on the text line following a check box and *voila!*** They're on! Behold, two *MtG* screens below which illustrate this interesting Macintosh phenomenon.

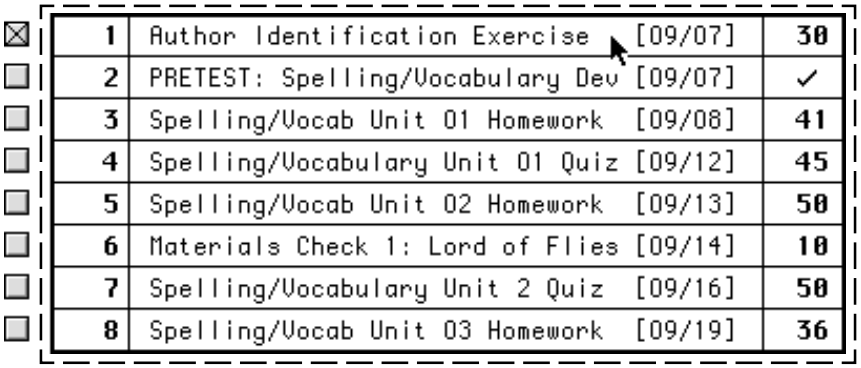

Making the Grade™
STEP TWO!
Please indicate which type of STUDENT NUMBERS you wish to use in this class when, and if, you post student scores.
Roster Position Numbers
(numerical positions in the roster, appearing as "STUDENT NUMBER 1" and so on)
Your Own Numbers
(11 characters max, LETTERS or NUMBERS)
MAKING THE GRADE Numbers
(11 numerical characters, similar to SSN's: "562-937-481")
Cancel
Previous
Next

Invisible "Hot Boxes" each and every one!

Click the mouse arrow anywhere within the dotted lines in this sample screen, and that item is selected.

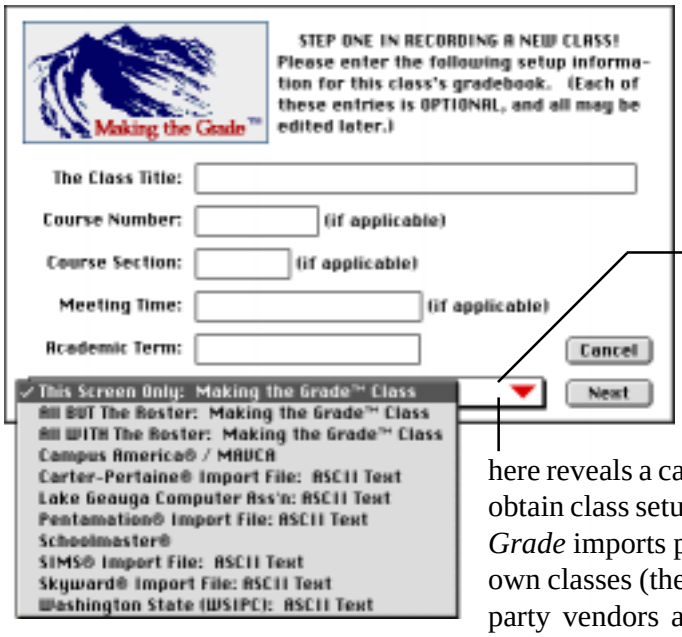
One Massive "Hot Box"!

Again, clicking *anywhere* along the horizontal line following each check box will select that item.


1 Author Identification Exercise [09/07] 30
2 PRETEST: Spelling/Vocabulary Dev [09/07] ✓
3 Spelling/Vocab Unit 01 Homework [09/08] 41
4 Spelling/Vocabulary Unit 01 Quiz [09/12] 45
5 Spelling/Vocab Unit 02 Homework [09/13] 50
6 Materials Check 1: Lord of Flies [09/14] 10
7 Spelling/Vocabulary Unit 2 Quiz [09/16] 50
8 Spelling/Vocab Unit 03 Homework [09/19] 36

ANOTHER INSIDER TIDBIT: It is standard **M.O.P.** (**M**acintosh **O**perating **P**rocedure, but I made that up too) for only one radio button to be selectable within a program option. Check boxes, however, are often available in bunches, so you may wish to experiment here and there to see which features permit multiple selections.

Importing Class Setups


STEP ONE IN RECORDING A NEW CLASS!
Please enter the following setup information for this class's gradebook. (Each of these entries is OPTIONAL, and all may be edited later.)
Making the Grade™
The Class Title:
Course Number: (if applicable)
Course Section: (if applicable)
Meeting Time: (if applicable)
Academic Term:
Cancel
Next
✓ This Screen Only: Making the Grade™ Class
All BUT The Roster: Making the Grade™ Class
All WITH The Roster: Making the Grade™ Class
Campus America® / MAUCA
Carter-Pertaine® Import File: ASCII Text
Lake Geauga Computer Ass'n: ASCII Text
Pentamation® Import File: ASCII Text
Schoolmaster®
SIMS® Import File: ASCII Text
Skyward® Import File: ASCII Text
Washington State (WSIPC): ASCII Text

Nothing pleases us more than saving your precious time . . . especially when it comes to entering class setup data. Our thinking is this: If information for a class has already been recorded once, why should anyone have to enter it again? The long **Import** bar at the bottom of the first *MtG* setup screen is our solution to the double-entry conundrum plaguing most educators today, for it enables everyone to profit handsomely from the data entry efforts of others. Clicking here reveals a catalog of data sources from which you may obtain class setup information. As seen at left, *Making the Grade* imports previously-recorded data not only from its own classes (the first three options), but from many third-party vendors as well. The companies below are fully integrated into *MtG* import/export components, so you'll never have to type a roster or bubble-in a grade sheet again. Just select your vendor, navigate to your classes, import, and relax!

Campus America, Inc.
900 Hill Avenue, Suite 205, Knoxville, TN 37915-2580
URL: http://www.campus.com (423) 523-9506 Voice
E-Mail: Info@campus.com (423) 525-5628 Fax

Carter-Pertaine, Inc.
1500 S. Dairy Ashford, Suite 400, Houston, TX 77077
URL: (281) 558-1270 Voice
E-Mail: (281) 526-8980 Fax

Pentamation, Inc.
225 Marketplace, Bethlehem, PA 18018
URL: http://www.pentamation.com (610) 691-3616 Voice
E-Mail: Fax

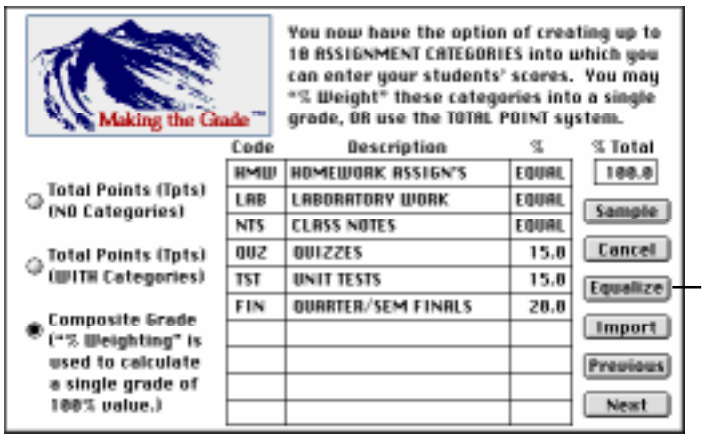
Schoolmaster (Olympia Computing Company, Inc.)
7249 Capitol Boulevard South, Tumwater, WA 98501-5519
URL: http://www.schoolmaster.com (360) 352-0922 Voice
E-Mail: schoolmaster@schoolmaster.com (360) 352-0957 Fax

SIMS (Computer Solutions, Inc.)
7044 Mill Court, S.E., Olympia, WA 98503
URL: (360) 456-1888 Voice
E-Mail: Fax

Skyward, Inc.
5233 Coye Drive, Steven's Point, WI 54481
URL: http://www.skyward.com (800) 236-7274 Voice
E-Mail: kevin@skyward.com Fax

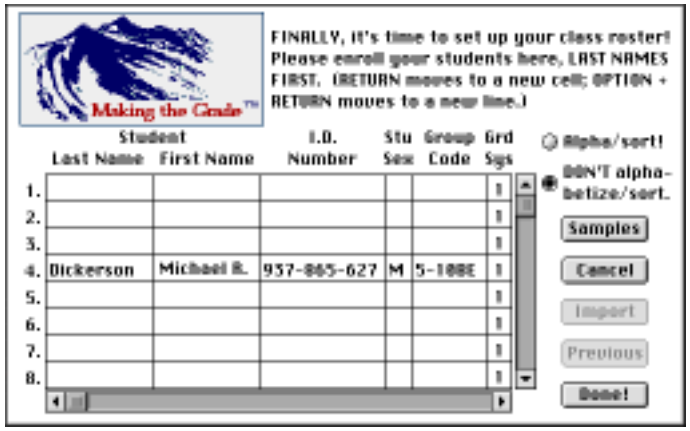
Weighting Cat's Equally

This new feature has nothing to do with making felines heavier. Rather, it focuses upon the **Equalize** button found on the *MtG* Grading System screen. Sometimes it's necessary to make computational equals of several categories which do not have a "rational" % value . . . such as the first three assignment groups at left. They must combine to equal 50% of the grade for the class, which means that each has to be worth 16.6666 (ad infinitum) %. Since this number has no rational end, all you have to do is click the **Equalize** button in the % column for each category. (You can also manually enter **EQUAL** in each cell; the effect will be the same.) We'll handle all of the heavy-duty math in the background, while your school board marvels at your nonplussed professionalism!


Making the Grade™
You now have the option of creating up to 10 ASSIGNMENT CATEGORIES into which you can enter your students' scores. You may "% Weight" these categories into a single grade, OR use the TOTAL POINT system.
Code
Description
%
% Total
HMW HOMEWORK ASSIGN'S EQUAL
LAB LABORATORY WORK EQUAL
NTS CLASS NOTES EQUAL
QUZ QUIZZES 15.0
TST UNIT TESTS 15.0
FIN QUARTER/SEM FINALS 20.0
100.0
Total Points (Tpts) (NO Categories)
Total Points (Tpts) (WITH Categories)
Composite Grade ("% Weighting" is used to calculate a single grade of 100% value.)
Sample
Cancel
Equalize
Import
Previous
Next

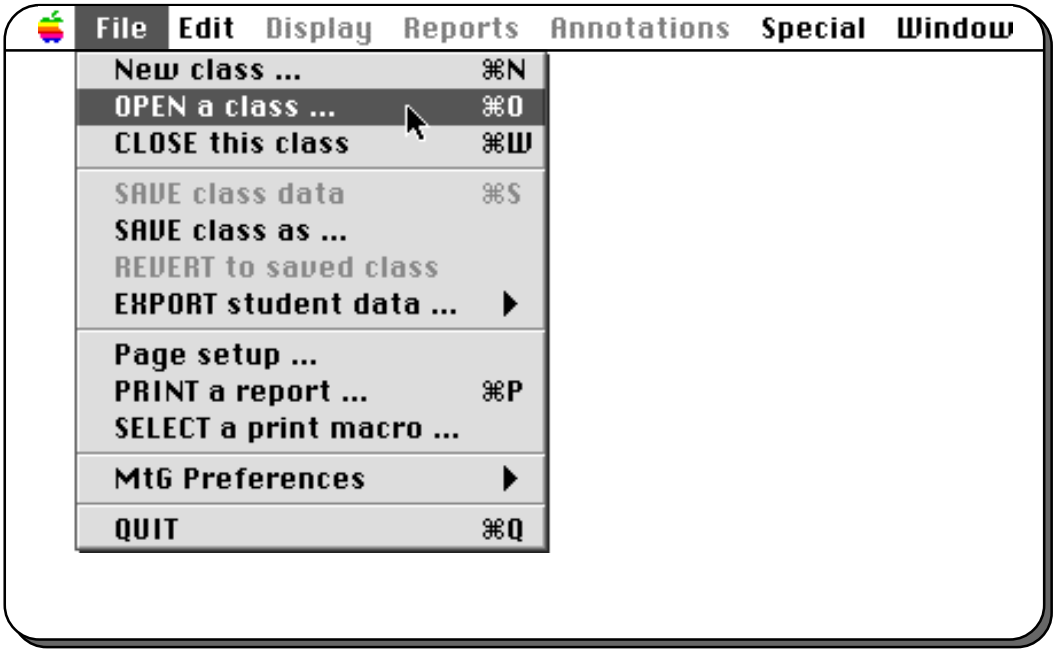
Hiding Student Info

For those of us who don't have the luxury of importing class rosters from the district mainframe, this feature may prove to be a godsend. The *Making the Grade* student database can hold a wealth of information, but collecting and entering such data by hand for 35 students is, by most standards, an overwhelming task. But what if your students could accomplish this feat for you? That is, what if each person in your class could enter his or her personal information into your database without violating anyone else's right to privacy? Well, such is now a possibility.



All you have to do is place a student in front of your monitor, click on the next available line in the above database screen, and then press **Command + H** on your keyboard. All student data recorded on other lines will temporarily disappear; the student at hand can then record his or her information without the "distraction" of others' confidential information. (Pressing Command + H toggles the feature on and off, of course.) If you take advantage of this option, be sure to remind your students that the information they enter may be exported someday into mailing labels, letters home, and the like, so it is very important that entries be accurate in all respects.

Editing the Gradebook

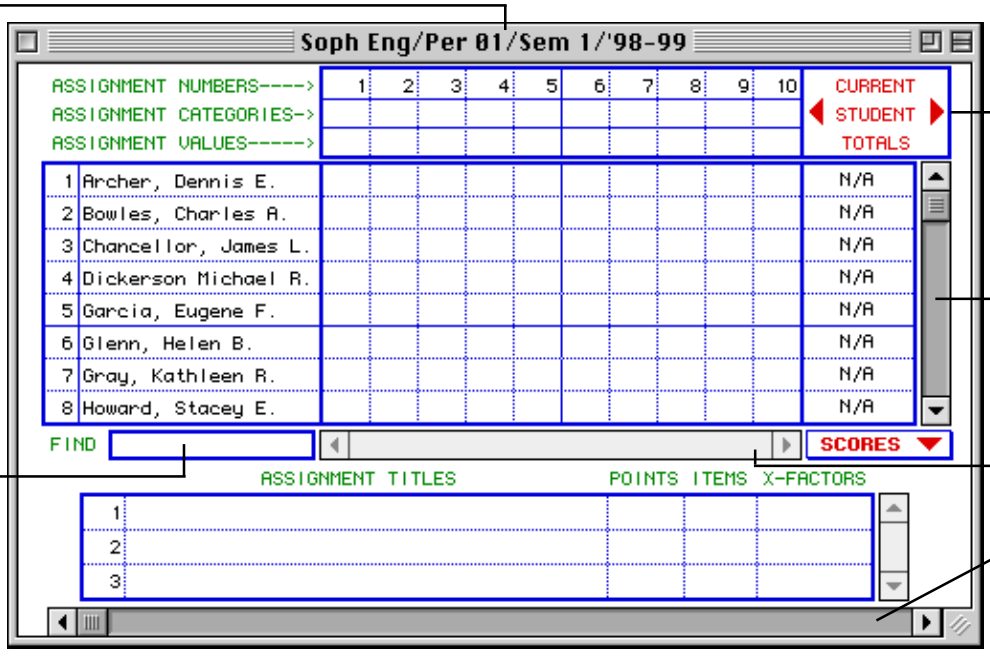

File Edit Display Reports Annotations Special Window
New class ... ⌘N
OPEN a class ... ⌘O
CLOSE this class ⌘W
SAVE class data ⌘S
SAVE class as ...
REVERT to saved class
EXPORT student data ...
Page setup ...
PRINT a report ... ⌘P
SELECT a print macro ...
MtG Preferences
QUIT ⌘Q

Setting Up an Assignment

At last! You've done all the preliminary work, and it's time to get down to the business of recording and analyzing your students' data. Opening a *Making the Grade* file (or continuing from the **Class Set Up** portion of the program) reveals the following "platform screen" for your gradebook.

The **class's full archival title:** We strongly urge you to include with the **class name its period, academic term, and year** when you save each of your classes to disk.

Student Finder for "random grade entry" and general score editing



The **Current Student Totals, Points,** or **% For This Assignment** toggle box

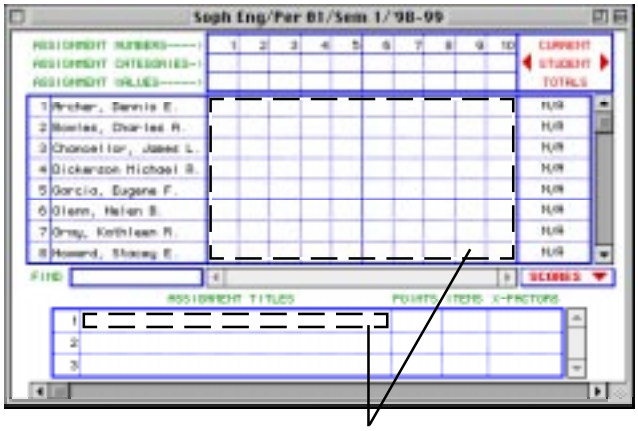
Class Roster scroll bar

Assignment Numbers & Range scroll bar

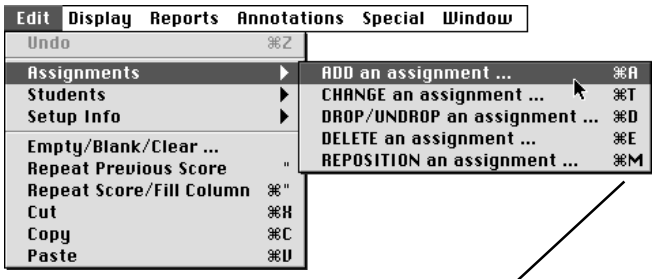
Assignment Setup Information scroll bar

There are three ways to initiate the entry of an assignment in *Making the Grade*, all virtually intuitive in operation. Perhaps the most natural of the three methods is to **click anywhere in an open assignment column** or **title line** in the gradebook screen. Or you can click on **Edit** in the menu bar, slide down to **Assignments**, and then select **ADD an assignment**. The third option is the "hot key" choice: **Command + A**.

– A – **or** **– B –**

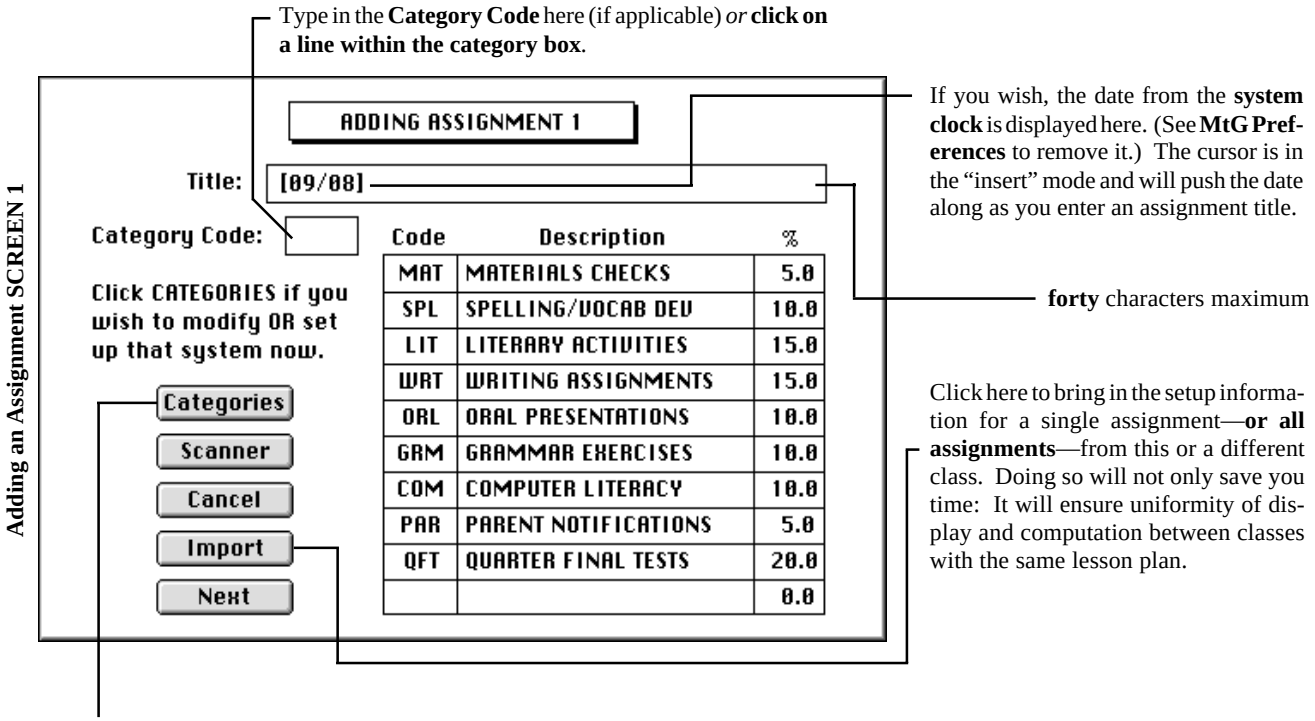


Click anywhere in an open assignment column or line.



You may wish to commit these and other **hot key** commands to memory, for they offer the fastest method possible of performing special functions.

Once you confirm that you do, indeed, wish to record a set of scores, you'll be presented with the first of **two** assignment setup screens (**three** if you've activated the Spanish language option):



Type in the **Category Code** here (if applicable) *or* **click on a line within the category box**.

If you wish, the date from the **system clock** is displayed here. (See **MtG Preferences** to remove it.) The cursor is in the "insert" mode and will push the date along as you enter an assignment title.

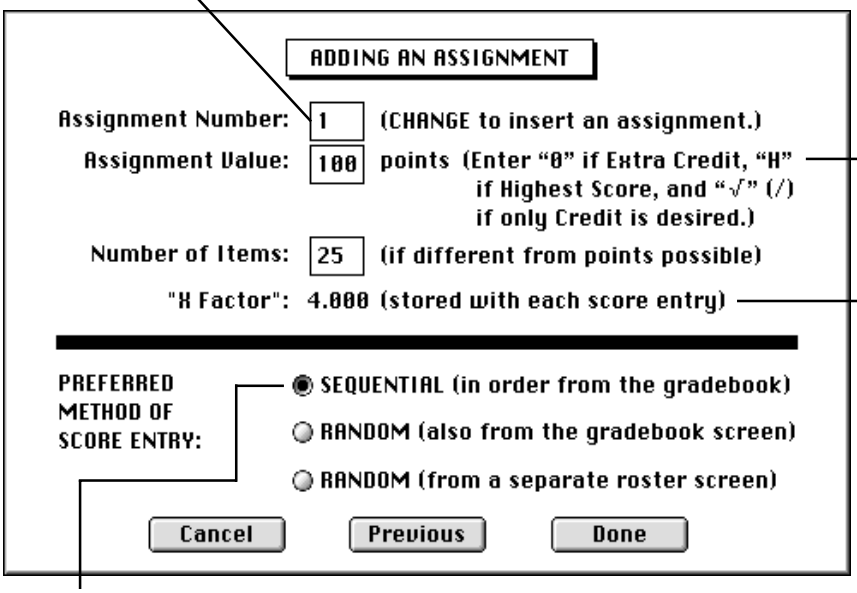
forty characters maximum

Click here to bring in the setup information for a single assignment—**or all assignments**—from this or a different class. Doing so will not only save you time: It will ensure uniformity of display and computation between classes with the same lesson plan.

Click here if you discover an error in your category information **or** if you wish to set up categories at this point. **ATTENTION!** If you wish to convert to a category-based grading system in "midstream," we will support your decision. However, keep in mind that in the conversion process we automatically assign all previously recorded assignments the Code, Description, and Weight (if applicable) of the **first category** in your list. That is, in the above example we will temporarily affix MAT and MATERIALS CHECKS (and its category weight) to all of your "old" assignments. Of course, this means you must then append the correct category codes for all assignments by hand, but such are the wages of changing one's mind.

Adding an Assignment SCREEN 2

You decide where each assignment goes in your gradebook. We default to the next open column, but you may change this number to place a set of papers somewhere back in the pack.


ADDING AN ASSIGNMENT
Assignment Number: 1 (CHANGE to insert an assignment.)
Assignment Value: 100 points (Enter "0" if Extra Credit, "H" if Highest Score, and "√" (/) if only Credit is desired.)
Number of Items: 25 (if different from points possible)
"X Factor": 4.000 (stored with each score entry)
PREFERRED METHOD OF SCORE ENTRY:
SEQUENTIAL (in order from the gradebook)
RANDOM (also from the gradebook screen)
RANDOM (from a separate roster screen)
Cancel
Previous
Done

999 points the maximum value allowed

Select **"H"** for an assignment's point value, and we'll assign it the **highest score entered** in that column.

Choose **"√"** (entered with the "/" key) for those activities which have a **pass/fail**, **done/not done** value only. This score and those under it have no computational effect whatsoever upon students' grades.

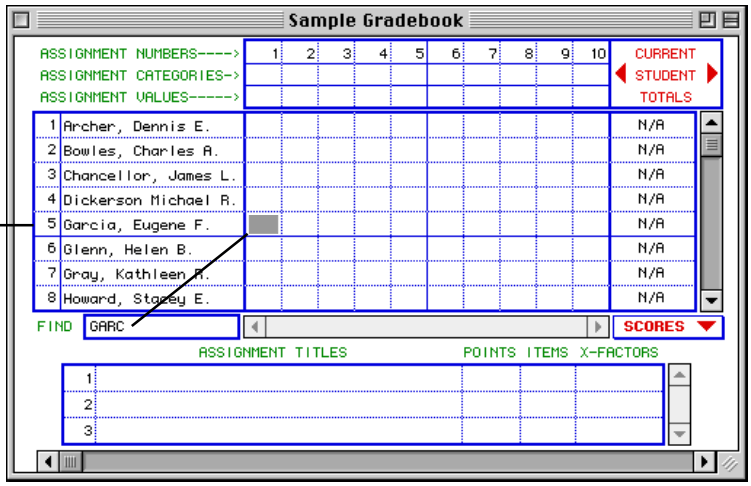
The **"X Factor"** is the multiplier obtained by dividing the original number of points possible by the number of items graded on an assignment. In this example, 100 points possible ÷ 25 assignment items = 4.000. **NOTE:** If you need to enter a student's score with an "odd" value, that is, one not a factor of four, **press the delete key first** in the score cell (removing the X Factor), and then enter the number you wish.

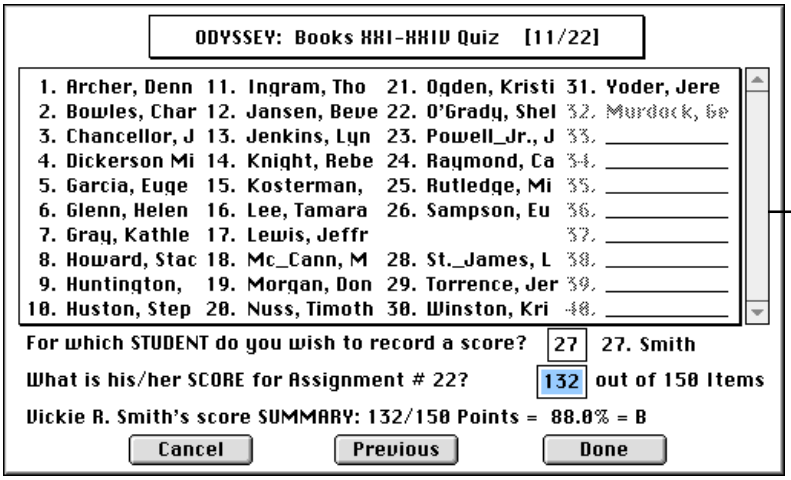
Important!

This method of score entry is perfect for those times when you've already written scores in your gradebook printout and can go straight down the column.

RANDOM ENTRY from the Gradebook

In the second method of score entry, the FIND box is highlighted first. Enter *any unique portion* of a student's name, press **Return** or **Enter**, and we'll immediately move the cursor to the current assignment cell for that student. Then, enter the student's score, press **Return** or **Enter**, and we'll jump back to the FIND box, awaiting another student name. You'll move back and forth, back and forth—until everyone has a score **or** you click anywhere else in the gradebook screen, at which time the cycle will be broken.

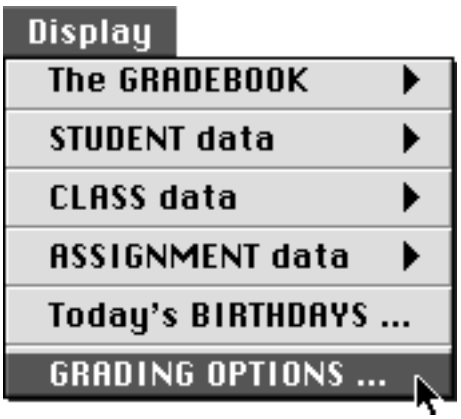



ODYSSEY: Books XXI-XXIV Quiz [11/22]
1. Archer, Denn 11. Ingram, Tho 21. Ogden, Kristi 31. Yoder, Jere
2. Bowles, Char 12. Jansen, Beve 22. O'Grady, Shel 32. Murdock, Be
3. Chancellor, J 13. Jenkins, Lyn 23. Powell_Jr., J 33.
4. Dickerson Mi 14. Knight, Rebe 24. Raymond, Ca 34.
5. Garcia, Euge 15. Kosterman, 25. Rutledge, Mi 35.
6. Glenn, Helen 16. Lee, Tamara 26. Sampson, Eu 36.
7. Gray, Kathle 17. Lewis, Jeffr 37.
8. Howard, Stac 18. Mc_Cann, M 28. St._James, L 38.
9. Huntington, 19. Morgan, Don 29. Torrence, Jer 39.
10. Huston, Step 20. Nuss, Timoth 30. Winston, Kri 40.
For which STUDENT do you wish to record a score? 27 27. Smith
What is his/her SCORE for Assignment # 22? 132 out of 150 Items
Vickie R. Smith's score SUMMARY: 132/150 Points = 88.0% = B
Cancel
Previous
Done

RANDOM ENTRY from the Roster

The third method of score entry is perfect for those times when you've graded a set of papers and don't have time (or strength) to alphabetize them. The entire class roster is displayed (in groups of 40, accessed with the scroll bar), and students' **roster position numbers** bring them down for score entry. A raw score is accepted with **Return** or **Enter**, at which time the student's name goes back up into the roster and is dimmed to show that a score has been recorded. A summary of each previous student's assignment info is displayed at the bottom of the screen—just in case you wish to record it in detail somewhere on the student's paper.

■ Entering Students' Scores



So now that you know *how* to set up an assignment, what's next? A brief explanation of the **types** of student scores available to you in *Making the Grade*, that's what. As you can see, a brief *precis* of the following information and rationales can be found as on-line help in the **Display** menu, but please examine this part of the documentation with great care just the same. We offer a wide range of preset evaluative possibilities in our program—**eight different score entries**—but each option must be thoroughly understood to be used with the utmost impact. Of course, while you are free to define these scores as you wish within your own classroom, keep in mind that their computational values are permanently fixed and often extremely powerful in their effect on students' grades. Enough said? Then read on, Macduff . . . .

	ASSIGNMENT NUMBERS---->	1
	ASSIGNMENT CATEGORIES->	LIT
	ASSIGNMENT VALUES----->	30
1	ARCHER, DENNIS E.	30
2	BOWLES, CHARLES A.	30
3	CHANCELLOR, JAMES L.	33
4	DICKERSON MICHAEL R.	0
5	GLASER, EUGENE F.	36
6	GRAY, KATHLEEN R.	27
7	HOWARD, STACEY E.	39
8	HUNTINGTON, SUSAN L.	45
9	HUSTON, STEPHEN B.	33
10	INGRAM, THOMAS L.	
11	JANSEN, BEVERLY H.	45
12	JENKINS, LYNN T.	39
13	KNIGHT, REBECCA J.	6
14	KOSTERMAN, JASON D.	9
15	LEE, TAMARA C.	18
16	LEWIS, JEFFREY P.	33
17	Mc_CANN, MOLLY M.	EXC
18	MORGAN, DONALD T.	30
19	MURDOCK, GERALD J.	36
20	NUSS, TIMOTHY A.	27
21	OGDEN, KRISTI A.	36
22	O'GRADY, SHELLI N.	27
23	POWELL_JR., JOHN C.	DRP
24	RAYMOND, CARIE S.	12
25	RUTLEDGE, MICHAEL S.	24

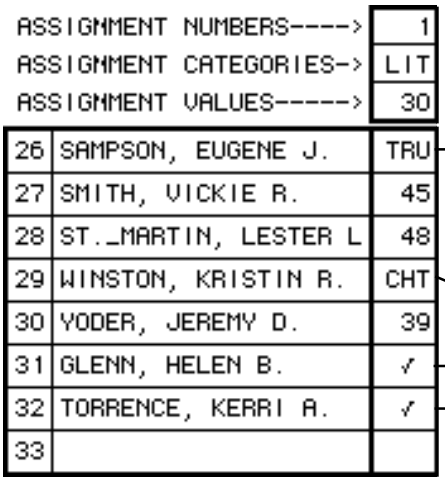
■ **Any positive WHOLE NUMBER (999 maximum):** We're sorry, but for ethical reasons we do not—nor will we ever—permit the entry of negative numbers. It has been our experience nationally and internationally that such scores pose serious legal problems, and we cannot philosophically or ethically support their usage.

■ **ZERO (0):** We recommend that you use this score to indicate that a student was **present** in class for an activity but earned no points for it. These circumstances are relatively rare, of course, so this score's appearance should be a relatively unusual one in your gradebook.

■ **INCOMPLETE (INC):** This score has the same computational value as 0, but we strongly recommend that it be utilized only when a student is **absent** for an assignment's instruction or on its due date. It is entered from the keyboard with an **I** or, better yet, by doing *nothing at all*! We automatically enter an **Incomplete** for any student who does not otherwise receive a score, an open cell being left on screen and in your hardcopy gradebook. By the way, you must use this score if you ever wish to print a **MISSING ASSIGNMENTS** report for your students. It is this "empty entry" for which we will search your gradebook. (A mark of ___ (for **Incomplete**) will appear in all other student take-home reports.)

■ **EXCUSED (EXC):** Used to "exonerate" a student from an assignment, this score (**E** on the keyboard) has no effect upon a student's overall grade (unless, of course, it is used to replace an *existing* score). Keep in mind that a student possessing one or more of these marks will usually have a different Total Points Possible (in a TPTS system) from those who do not. When a new student comes into your class, EXC will be recorded automatically for all prior assignments; likewise, EXC will be recorded for all remaining assignments (up to the maximum of 320) when a student is dropped from the class.

■ **DROPPED (DRP):** This particular mark cannot be entered from the keyboard, for it indicates that a score was excused within the **DROP the lowest grade** section of the **Special** menu. It is identical to EXC in all other respects, and we retain the original score "behind the scenes," just in case you ever wish to UNDROP it with **REVERT to previous entry** (again, in the Special menu).

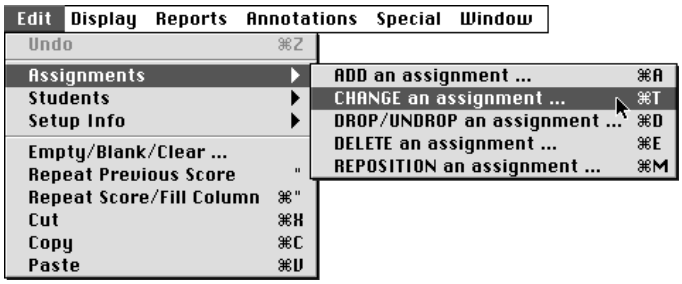

ASSIGNMENT NUMBERS----> 1
ASSIGNMENT CATEGORIES-> LIT
ASSIGNMENT VALUES-----> 30
26 SAMPSON, EUGENE J. TRU
27 SMITH, VICKIE R. 45
28 ST._MARTIN, LESTER L 48
29 WINSTON, KRISTIN R. CHT
30 YODER, JEREMY D. 39
31 GLENN, HELEN B. √
32 TORRENCE, KERRI A. √
33

■ **TRUANT (TRU):** We hope you're one of those fortunate teachers who never have to use this mark, but if you're like most of us, it will come in handy when you require specific documentation of negligent attendance/academic performance. Entered with a **T** from the keyboard, the option should be utilized only when a confirmed **truancy** has occurred and an activity cannot—by state, local, or private regulation—be made up. It is computed as a 0 in the student's point total, but it will NOT be counted against the class average for that assignment.

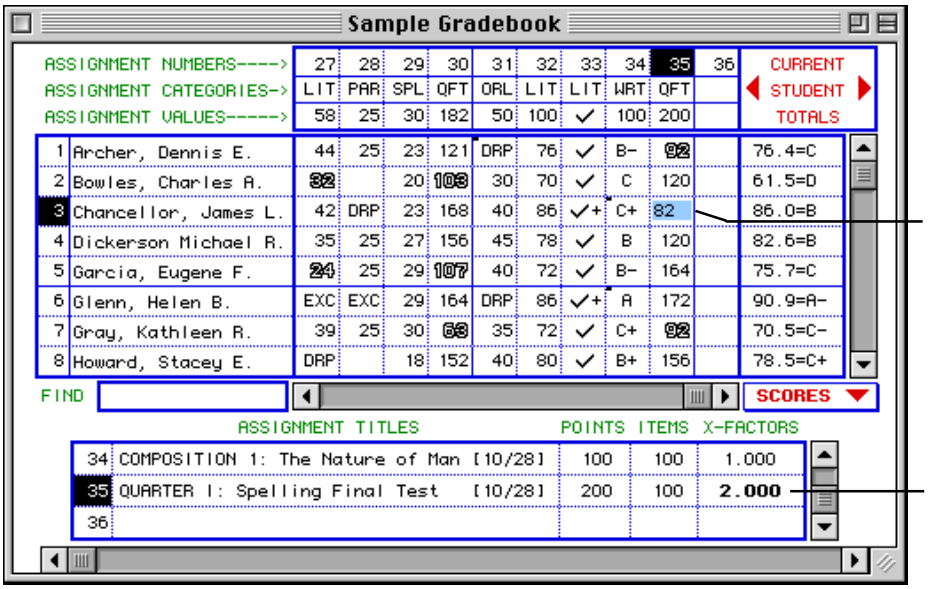
■ **CHEATING (CHT):** This mark, unfortunately, is needed in those rare instances in which a student does not complete an assignment "unaided," shall we say. Entered with a **C** from the keyboard, it too is computed as a 0 in the student's point total, but it will NOT be counted against the class average for that assignment.

■ **√, √+, √- (CREDIT): Entered with a (/), (+), or (-) from the keyboard or keypad**, these unusual marks are best used to indicate that an exercise *was* completed, handed in, experienced, etc., but no points were awarded. It is an ideal entry for participation in field trips and other such activities which are valuable in and of themselves, but which are difficult to evaluate objectively *or* subjectively.

■ Changing an Assignment



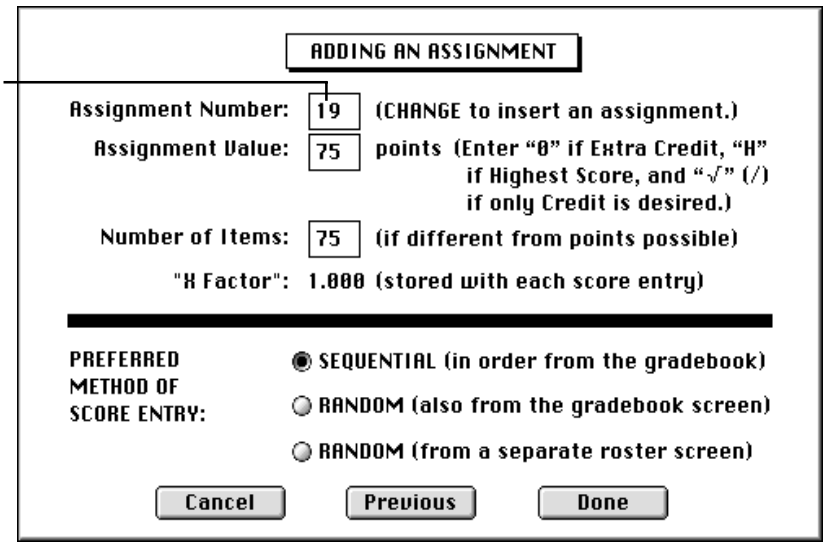
Actually, what we're talking about here is editing the **setup information** for a previously entered set of scores. You may change any assignment's **title**, its **category** (if applicable), its **position in the gradebook**, its **value** and/or its **X-Factor**—and you may initiate the process in either of two ways:


Sample Gradebook
ASSIGNMENT NUMBERS----> 27 28 29 30 31 32 33 34 35 36 CURRENT
ASSIGNMENT CATEGORIES-> LIT PAR SPL QFT ORL LIT LIT WRT QFT STUDENT
ASSIGNMENT VALUES-----> 58 25 30 182 50 100 ✓ 100 200 TOTALS
1 Archer, Dennis E. 44 25 23 121 DRP 76 ✓ B- 92 76.4=C
2 Bowles, Charles A. 32 20 108 30 70 ✓ C 120 61.5=D
3 Chancellor, James L. 42 DRP 23 168 40 86 ✓+ C+ 82 86.0=B
4 Dickerson Michael R. 35 25 27 156 45 78 ✓ B 120 82.6=B
5 Garcia, Eugene F. 24 25 29 107 40 72 ✓ B- 164 75.7=C
6 Glenn, Helen B. EXC EXC 29 164 DRP 86 ✓+ A 172 90.9=A-
7 Gray, Kathleen R. 39 25 30 68 35 72 ✓ C+ 92 70.5=C-
8 Howard, Stacey E. DRP 18 152 40 80 ✓ B+ 156 78.5=C+
FIND
SCORES
ASSIGNMENT TITLES POINTS ITEMS X-FACTORS
34 COMPOSITION 1: The Nature of Man [10/28] 100 100 1.000
35 QUARTER 1: Spelling Final Test [10/28] 200 100 2.000
36

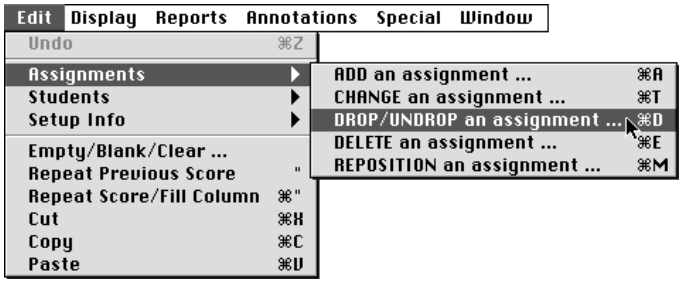
Option 1: Click anywhere in the assignment column you wish to edit (thus selecting it) and then access the menu and submenu shown above.

Option 2: Even easier! Click anywhere here on the line of the assignment you wish to change, and we'll take you directly to the two Assignment Setup screens described earlier.

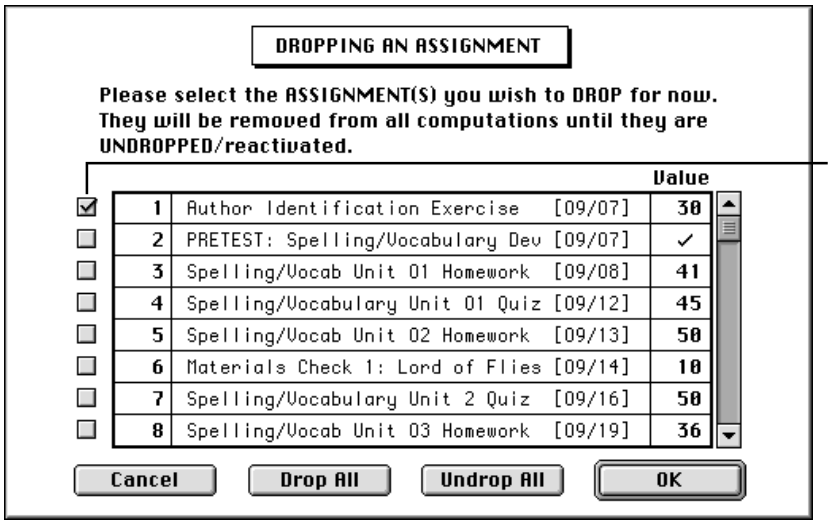
Here's a handy feature (and one that appears in **two** places). If you're careful to record assignments chronologically in your gradebook and then discover that you've placed one out of sequence, we rise to the rescue. You may change the number of any assignment here (or with the **REPOSITION an assignment** option) and it will automatically move to the new spot. Keep in mind that you may not move an assignment to a position *beyond* the number of assignments currently recorded; that is, you may not move Assignment Number 7 to Assignment Number 20 if you have recorded only 19 assignments thus far. No such gaps are permitted, OK?


ADDING AN ASSIGNMENT
Assignment Number: 19 (CHANGE to insert an assignment.)
Assignment Value: 75 points (Enter "0" if Extra Credit, "H" if Highest Score, and "√" (/) if only Credit is desired.)
Number of Items: 75 (if different from points possible)
"K Factor": 1.000 (stored with each score entry)
PREFERRED METHOD OF SCORE ENTRY:
SEQUENTIAL (in order from the gradebook)
RANDOM (also from the gradebook screen)
RANDOM (from a separate roster screen)
Cancel
Previous
Done

Dropping/Undropping an Assignment



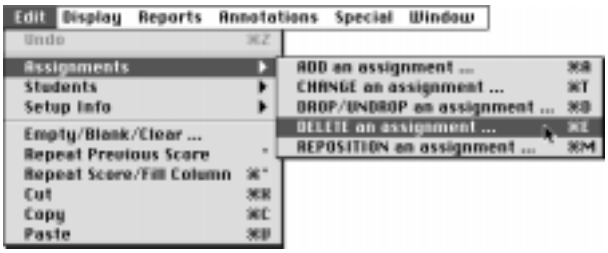
Here's a wonderful new "Mac-Improvement" over our flagship program, *Grade Busters 1/2/3*. With *Making the Grade* you now have the ability to **drop**—temporarily, or for as long as you wish—assignments from your gradebook. The process is virtually identical to **Dropping Students** (more about that later), but it gives you the ability to recompute and then display/print a class's performance with, say, that really hard exam you gave last week *temporarily disabled*. Here's how the "what if" feature works:


DROPPING AN ASSIGNMENT
Please select the ASSIGNMENT(S) you wish to DROP for now. They will be removed from all computations until they are UNDROPPED/reactivated.
Value
1 Author Identification Exercise [09/07] 30
2 PRETEST: Spelling/Vocabulary Dev [09/07] ✓
3 Spelling/Vocab Unit 01 Homework [09/08] 41
4 Spelling/Vocabulary Unit 01 Quiz [09/12] 45
5 Spelling/Vocab Unit 02 Homework [09/13] 50
6 Materials Check 1: Lord of Flies [09/14] 10
7 Spelling/Vocabulary Unit 2 Quiz [09/16] 50
8 Spelling/Vocab Unit 03 Homework [09/19] 36
Cancel
Drop All
Undrop All
OK

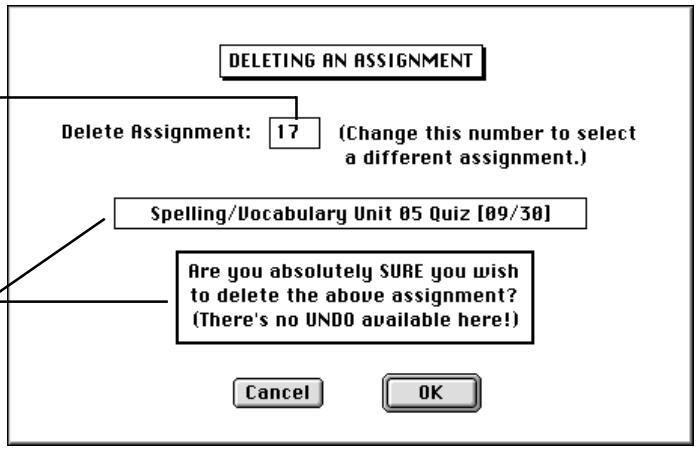
1. Click the **check box** (or anywhere else on the line) of any assignment(s) you wish to disable for the time being. We display assignment numbers, titles, *and* values to aid you in the selection process.

2. Click **OK** and you'll return to the gradebook screen, where you'll notice that all pertinent data for the assignment(s) you selected have been grayed. That is, the setup information and student scores for each assignment are still *displayed* (barely) on screen, but they are **not** included in any calculations for students or the class as a whole. Now, any time you wish to **undrop or reactivate** one or more of these assignments, all you must do is "unclick" the above check box, and it's alive and well in your gradebook again. Sound simple? It is! And it's ideal for those times you wish to show a class or students how they were doing *before* the most recent unit, during a specific week, or the like. There's no harm possible with this feature—no data can be lost—so use it freely.

Deleting an Assignment



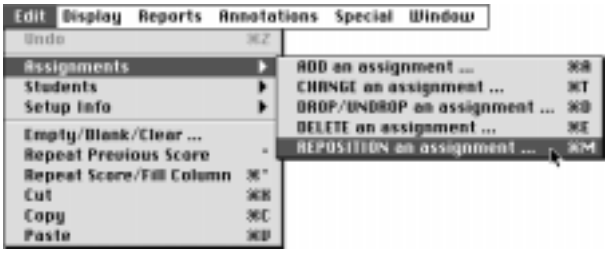
This feature is almost self-explanatory. If you've ever recorded an assignment and wished you hadn't, *or* if you've ever been so tired that you accidentally recorded the same set of papers twice, you'll be happy we included it in *Making the Grade*. The process is simple and consists of only two steps:

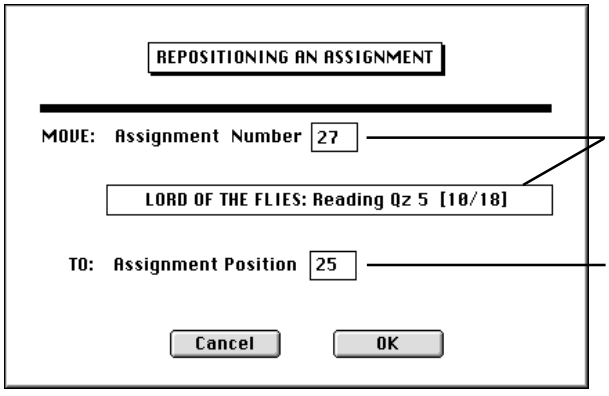

DELETING AN ASSIGNMENT
Delete Assignment: 17
(Change this number to select a different assignment.)
Spelling/Vocabulary Unit 05 Quiz [09/30]
Are you absolutely SURE you wish to delete the above assignment? (There's no UNDO available here!)
Cancel
OK

1. Step one in deleting an assignment is to type its **number** in the box provided and then press **Return** or **Enter** (click **OK**). If a number is already present in the box when the screen is displayed, that's because the cursor was in that column when you selected the option.

2. Once you've chosen the assignment you wish to "obliterate," we'll display its full title to confirm its identity and then ask you *one more time* if you really wish to take this most drastic (and irreparable) of actions. If your answer is in the affirmative, we'll return you to the gradebook screen, whereupon you'll see that the errant set of scores has disappeared and that all of your other assignments have moved one column to the left to fill the gap. **WARNING!** This is one of the very few operations that cannot be undone if the class is saved to your data disk. If you have any doubts whatsoever about destroying an assignment, please procrastinate.

Repositioning an Assignment



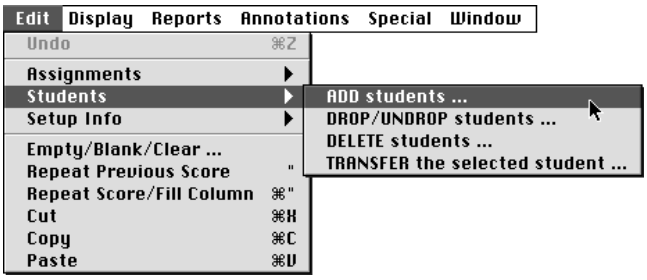


Once again, a handy feature for those times when you need to tidy up the old gradebook a bit and, yet, don't wish to exhaust yourself doing it. The process is elementary, as usual:

1. Enter the number of the assignment you wish to move to a different location, and we'll confirm your choice with its full title.

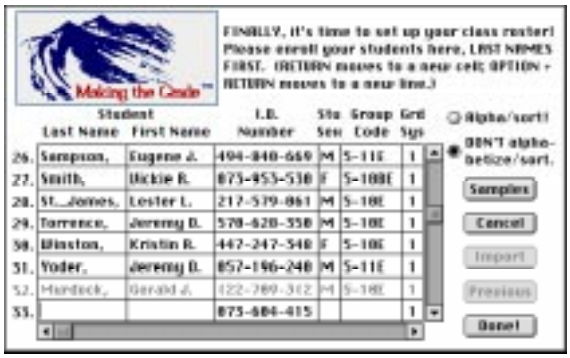
2. Enter the new position you wish this assignment to occupy, earlier or later in your gradebook. Make sure this latter number is **not greater** than the number of assignments currently recorded, for that request will most certainly be denied. (We permit no unused columns or lines in your gradebook, you see.)

■ Changing the Roster: Adding Students

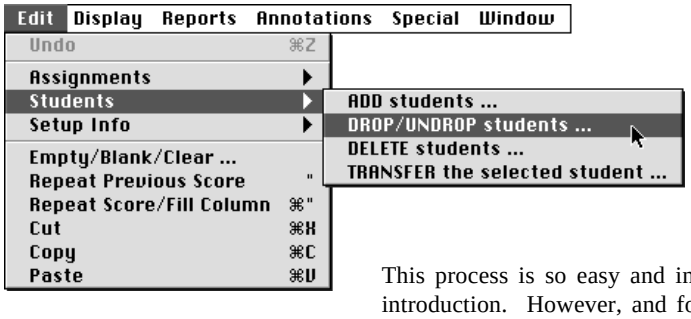


If you've been keeping student records by hand for any length of time, this *has* to be one of your most enjoyable (?) tasks: adding a new student to your roster once it has already been set up and "neatified." Nevertheless, we trust we've made this chore as painless as possible. Witness below:

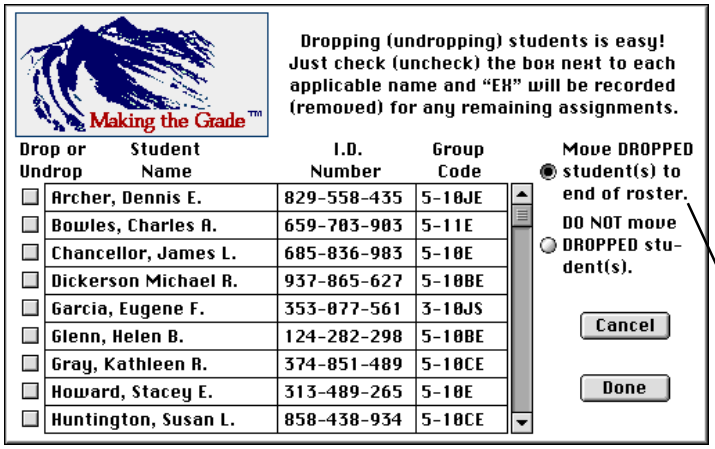
Click on an empty student line, and we'll take you directly to the roster setup screen. There you can "do your thing," and the usual restrictions for enrolling students apply.



■ Dropping/Undropping Students

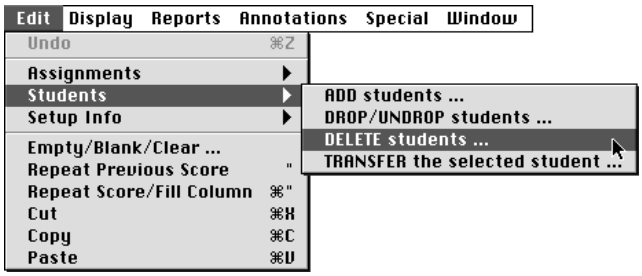


This process is so easy and intuitive that it really needs no introduction. However, and for the record . . . . We define **DROPPING A STUDENT** as retaining all of his or her records in the gradebook, but dimming (graying) them and excusing all remaining assignments (up to the maximum of 320). The student's grade will stay the same for the remainder of the grading period, of course, for EXC will be recorded automatically on that line for all unused cells. Should you ever wish to UNDROP a student, we'll remove the additional EXC scores, and you can then decide what, if any, work he or she should make up.


Making the Grade™
Dropping (undropping) students is easy! Just check (uncheck) the box next to each applicable name and "EH" will be recorded (removed) for any remaining assignments.
Drop or Undrop
Student Name
I.D. Number
Group Code
Move DROPPED student(s) to end of roster.
DO NOT move DROPPED student(s).
Archer, Dennis E. 829-558-435 5-10JE
Bowles, Charles A. 659-703-983 5-11E
Chancellor, James L. 685-836-983 5-10E
Dickerson Michael R. 937-865-627 5-10BE
Garcia, Eugene F. 353-877-561 3-10JS
Glenn, Helen B. 124-282-298 5-10BE
Gray, Kathleen R. 374-851-489 5-10CE
Howard, Stacey E. 313-489-265 5-10E
Huntington, Susan L. 858-438-934 5-10CE
Cancel
Done

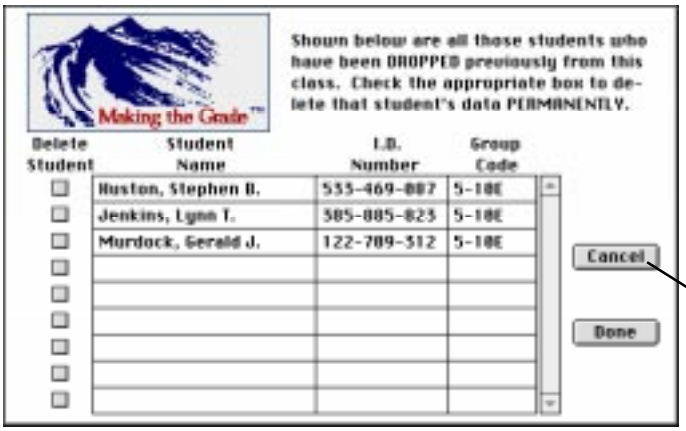
Notice the option! If you're a true "neatnik" (and proud of it), you'll appreciate this feature. Click here and we'll take all dropped students out of their original positions in the roster, alphabetize them, and place them at the bottom of the roster out of harm's way. (Be sure to examine **Preferences** under the File menu for more options here.)

■ Deleting Students



WARNING! This is one of those rare functions in *Making the Grade* that may truly be labeled data destroyers. That is, if you choose to utilize this function as intended, you will **permanently** eradicate information recorded for one or more of your students. As you may have inferred by now, we **do not** recommend DELETING a student from your gradebook until you desperately need the space, or are somehow positive that you will never need such data again. Keep in mind, though, that all too often Johnny leaves on Friday to go live with his father in three states away—and then shows back up at his desk Monday morning. True?

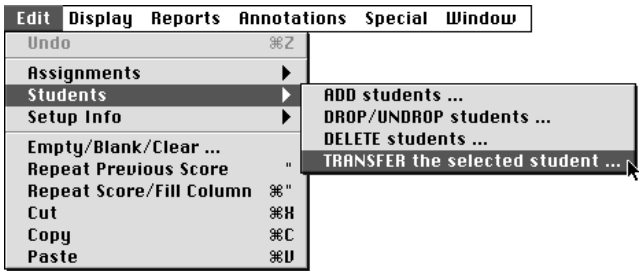
As an additional precaution against accidental erasure of this vital information, we require that you DROP a student before you may DELETE him or her from your records. We realize this second step may appear to be cumbersome and unnecessary, but it's our way of trying to save you from yourself on a very bad day.


Making the Grade
Shown below are all those students who have been DROPPED previously from this class. Check the appropriate box to delete that student's data PERMANENTLY.
Delete Student
Student Name
I.D. Number
Group Code
Huston, Stephen B. 555-469-887 5-10E
Jenkins, Lynn T. 585-885-823 5-10E
Murdock, Gerald J. 122-709-512 5-10E
Cancel
Done

As always, the DELETE function itself is quite simple—*dangerous*, but simple! All you must do is click the check box next to the student you wish to remove from the gradebook, and *Voila!* All of that person's personal and academic information is earmarked for the trash bin. Of course, no data will be destroyed **for real** until you save the class to your hard drive or data disk.

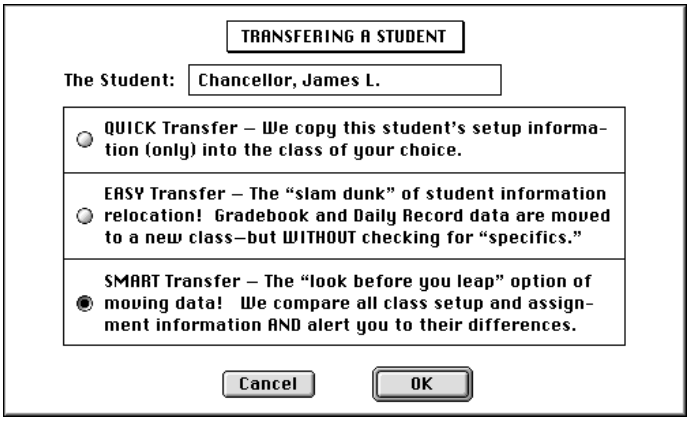
NOTE: Should you have a last-minute change of heart anywhere in this process, click the **Cancel** button, or click the appropriate **Delete Student** check box a second time—and all student information will remain untouched.

■ Transferring a Student



In twenty-three years in the English classrooms of Colorado Springs, I found this task one of the most irritating and time-consuming duties I had to perform as a teacher—but no more. No longer must you wince at the sight of a counselor with schedule change in hand and child in tow, for moving students (and their often voluminous records) between classes is now quick, easy, and smart with *Making the Grade*. In fact, those are the three choices available within the function: You may copy a student into another class with only his or her

setup information (**QUICK**), with all Gradebook and Daily Record data but with no checking for compatibility (**EASY**), or with all Gradebook and Daily Record data, carefully matched for compatibility between classes (**SMART**). As you can tell, we recommend this last option if you move a student's complete data base into another class; rest assured we will alert you to any significant differences between files. **To select a student to be transferred, click on one of his or her scores—or click on a name in the main gradebook roster—and proceed at will.**


TRANSFERING A STUDENT
The Student: Chancellor, James L.
QUICK Transfer – We copy this student's setup information (only) into the class of your choice.
EASY Transfer – The "slam dunk" of student information relocation! Gradebook and Daily Record data are moved to a new class–but WITHOUT checking for "specifics."
SMART Transfer – The "look before you leap" option of moving data! We compare all class setup and assignment information AND alert you to their differences.
Cancel
OK

Transfer RULES AND REGULATIONS:

1. Transferring students **does not** delete their data from the original class. That function remains separate (and is much too dangerous to be performed without additional confirmation).

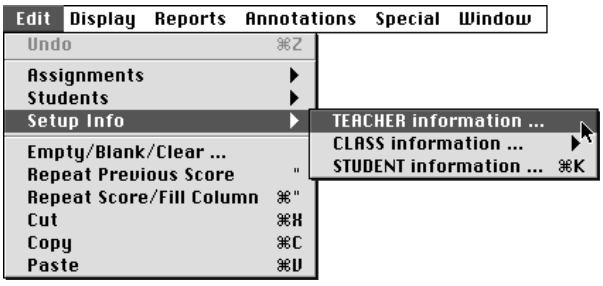
2. Students cannot be transferred into another class if their **names** or **student numbers** already appear there. In the case of duplicate **roster position** numbers ("Student Number 1"), students will be given the next available number and placed at the bottom of the roster.

3. Students cannot be transferred into another class if the roster is already full (containing 80 active and/or dropped students).

4. Students cannot be transferred into another class (in **Easy** and **Smart**) if the Gradebook's assignment categories, annotations, or Daily Record categories do not match. (Categories do not have to be in the same **order**, but they *must* be there somewhere.)

5. "Alert!" messages will appear (in **Smart**) when minor differences exist between classes (variances in grading scales, assignment setup info, and the like). These may be overridden if you wish, and the transfer process may be continued to its conclusion.

■ Changing Setup Information

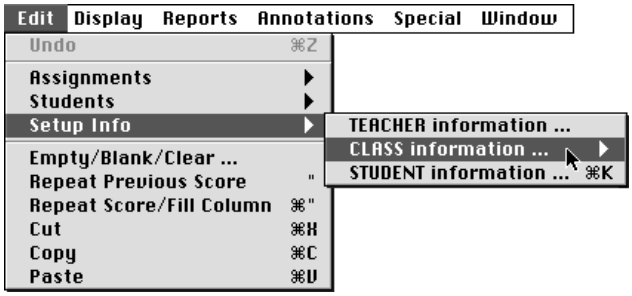


You will find that this is the only *active* menu option until you open a class's gradebook or initiate setting up a new class. However, if it ever becomes necessary to change the information you previously entered for yourself—**your professional name, your current school assignment, your telephone number (and/or extension), or pass code**—this is the path to do so. You will be re-presented with every screen you have seen before, with one notable addition:

NOTE: The above redundancy in password entry is for your protection, so please pardon the extra work. Also, keep in mind that we treat upper and lower case characters the same here, so you can ignore the SHIFT key completely.

Before we will permit you (or anyone else) to examine and edit this particularly sensitive information, we will always ask for **YOUR** private password one more time. Should you ever forget your entry code to *Making the Grade* and be denied access to the program, fret not, for there are two remedies available to you:

1. Return the Program Disk in question (with the usual **$5.00** postage and handling fee), and we'll remake and "freshen" your diskette with our most recent version.
2. Call us at **(719) 599-8786**; as soon as we hear your adult voice, we'll provide you a "back door" to the program.



You've seen all of these setup screens before, of course, so just as a quick reminder, you may edit any or all of the following information and choices:

1. The class TITLE, DAILY MEETING TIME, and ACADEMIC TERM

2. STUDENT NUMBERING SYSTEM: Roster Position Numbers, Your Own Creations, or *Making the Grade* Numbers

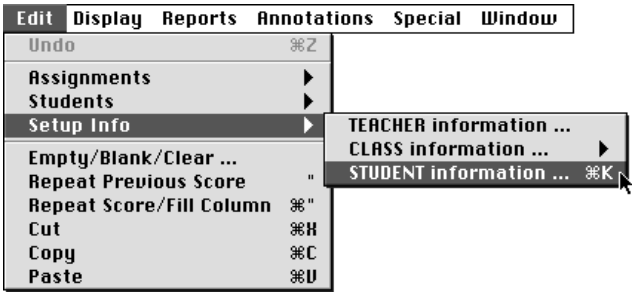
3. CLASS GRADING SCALES

4. ROUNDING of students' scores

5. GRADING SYSTEM: Total Points, Total Points/Categories, or Categories/% Weights

6. Student Score ANNOTATIONS

Our only admonition here is that you appreciate your students' delicate sensibilities when you edit this information. That is, changing 92% in your grading scale from an **A-** to a **B+** in "midstream" may prove to be a traumatic logical and emotional adjustment for your charges. Once students have seen the above info, it's best to keep changes as few as possible.



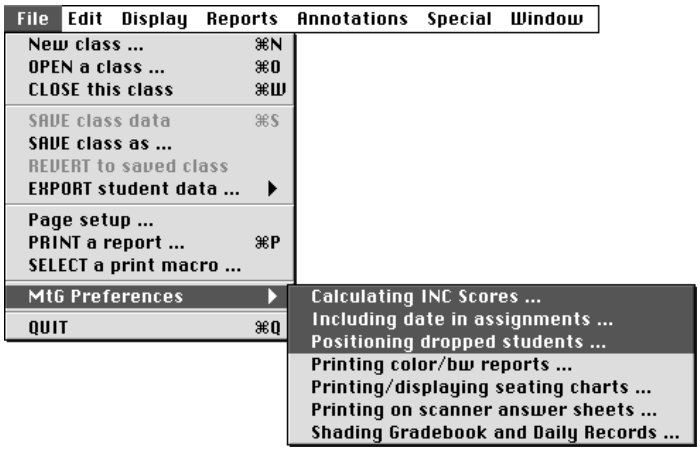
Likewise, this section presents some very familiar items—that is, if you *personally* entered your students' setup information. (We've always envied those who enjoy department secretaries and paraprofessionals, student aids, teaching interns, spouses, responsible children, and magic wands.)

You may edit any or all of the following data:

STUDENT NAMES (no DROPPING or DELETING students here, however); STUDENT NUMBERS (again, no deletions); STUDENT SEX; GROUP CODE; GRADING SYSTEM; CITIZENSHIP MARK; COUNSELOR NAME; PARENT NAME; STREET ADDRESS; CITY; STATE; ZIP CODE; BOOK NUMBER; LOCKER NUMBER; BIRTH DATE; HOME OR WORK TELEPHONE NUMBER; and CUSTOMIZED FIELDS 1-10.

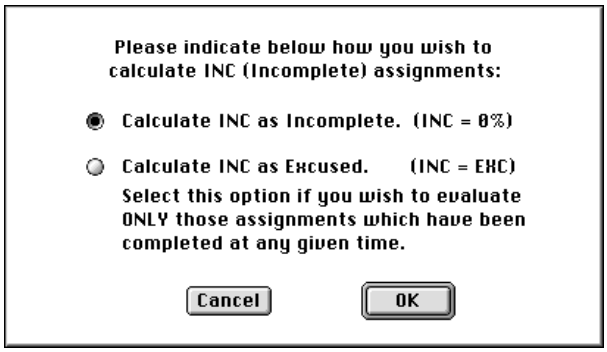
You'll notice that we **do** permit positive changes to your class roster at this point—that is, you may enroll NEW STUDENTS here as well as in the **ADD a Student** section. All such additions to your class will receive the usual "EXC" for assignments entered prior to their enrollment and will have a grade of "N/A" from the onset.

Gradebook Preferences

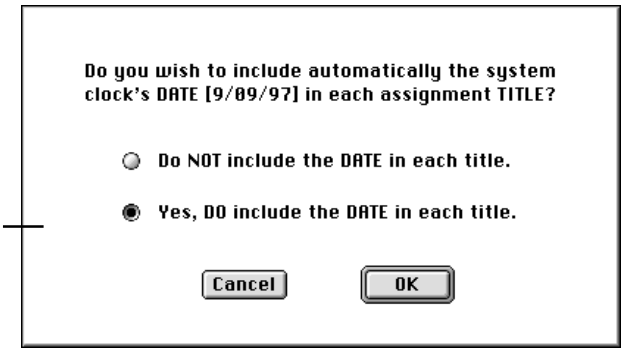

File Edit Display Reports Annotations Special Window
New class ... ⌘N
OPEN a class ... ⌘O
CLOSE this class ⌘W
SAVE class data ⌘S
SAVE class as ...
REVERT to saved class
EXPORT student data ...
Page setup ...
PRINT a report ... ⌘P
SELECT a print macro ...
MtG Preferences
QUIT ⌘Q
Calculating INC Scores ...
Including date in assignments ...
Positioning dropped students ...
Printing color/bw reports ...
Printing/displaying seating charts ...
Printing on scanner answer sheets ...
Shading Gradebook and Daily Records ...

Few *Making the Grade* features have been more teacher driven than the seven preference options shown above. The first three of these proffer customizing choices for the Gradebook only; the remaining four focus exclusively upon printing options and will be examined later.

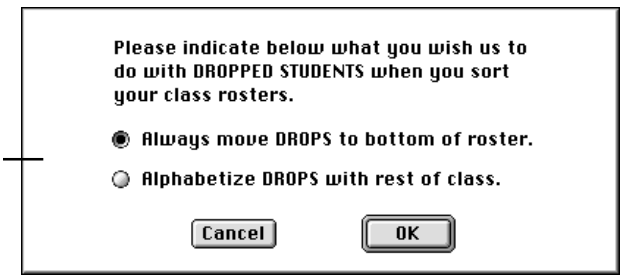
Calculating INC Scores: This option also appears as the third item under the gradebook's **Special** menu, and the function is identical from both access points. A teacher of Drivers' Education begged us for this preference, for it was his practice to set up an entire semester's bank of assignments and let students complete them at their own pace. Without the option at right, everyone was failing his classes until well within the grading term. With **Incompletes** counted as **Excused** scores, however, grades reflected only the work completed to date!


Please indicate below how you wish to calculate INC (Incomplete) assignments:
Calculate INC as Incomplete. (INC = 0%)
Calculate INC as Excused. (INC = EXC)
Select this option if you wish to evaluate ONLY those assignments which have been completed at any given time.
Cancel
OK

Including date in assignments: The first time you add a new set of scores to a class's gradebook you will discover that a bracketed date already appears within the assignment title box. (That "time stamp" is taken directly from your Macintosh's system clock; if it is incorrect, you must access the **Date & Time** control panel to reset it.) As you can see in the window at right, *Making the Grade* comes from Jay Klein Productions with the date already displayed within the title field, but it remains your option to do away with it forever.


Do you wish to include automatically the system clock's DATE [9/09/97] in each assignment TITLE?
Do NOT include the DATE in each title.
Yes, DO include the DATE in each title.
Cancel
OK

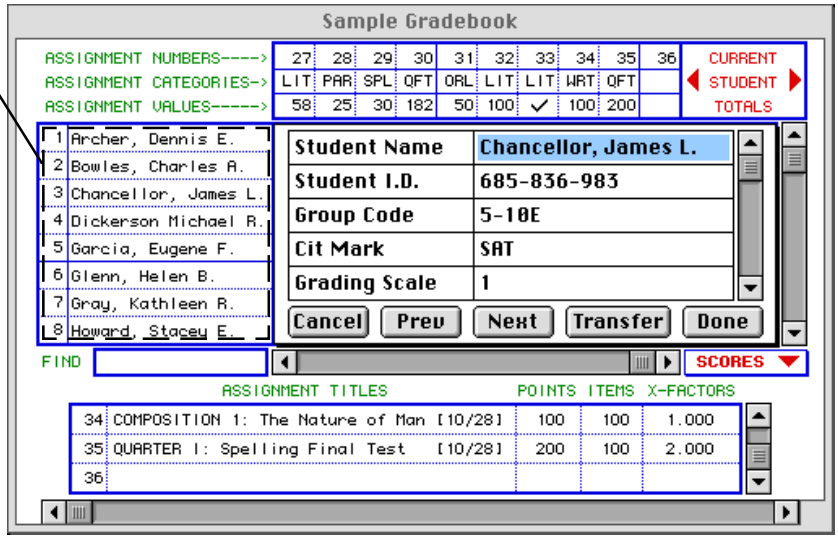
Positioning dropped students: Early in any grading period students come and go from official class rosters with alarming regularity. Adding, dropping, and then deleting their names from one's gradebook can make that document look like a battlefield . . . without this feature. If it was your original preference to move dropped students to the bottom of a class roster, this option will *keep* them there if you alphabetize or restructure it in the future.


Please indicate below what you wish us to do with DROPPED STUDENTS when you sort your class rosters.
Always move DROPS to bottom of roster.
Alphabetize DROPS with rest of class.
Cancel
OK

Miscellaneous Features and Tips

There is usually more than one way to skin a cat, and in *Making the Grade* there is a second, behind-the-scenes way to edit individual student setup information.

Click here on the student whose **Name, Student Number, Group Code, Citizenship Mark, Grading System**, etc., you wish to change—and behold! A "pop-up" window appears in the student score area, ready for any changes you wish to make.

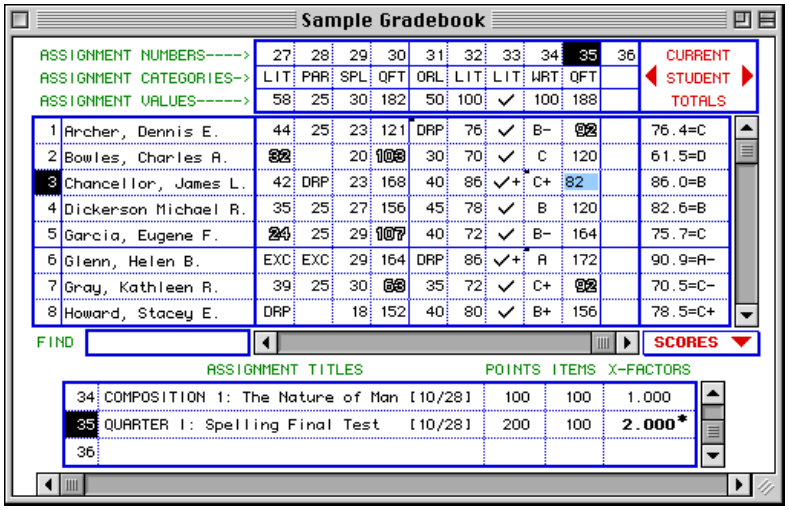


Of course, if you wish to change setup information for only one or two students, this is the perfect vehicle with which to do so. However, if you have a massive amount of editing to do (thanks to the latest administrative fiat changing everyone's student numbers, for instance), you may wish to choose the **Edit/Setup Info/STUDENT information** option in the menu bar. It presents these data in tabular format for more students at a time and is specifically designed for bulk editing.

What IS That Little Thing?

Carefully examine the sample gradebook screen below, specifically the lower right corner in the **X-FACTOR** column. You'll note that Assignment 35 has a stored multiplicative factor of **2.000***—but what is that asterisk doing there? An excellent question, we think (followed by an excellent answer, we hope).

You will note that Assignment 35's POINT VALUE is 188 and that the number of items on the test is 100. Now, our more mathematically astute colleagues might say at this point, "Then shouldn't the X-FACTOR for this assignment be 1.88 instead of 2.000?" Our response to this well-put interrogative is, "Yes—and No!" (How about that for first class vacillation?) If you will but follow this simple, and true, tale from the classroom, you'll see why the asterisk appears next to some X-FACTORS and not others.

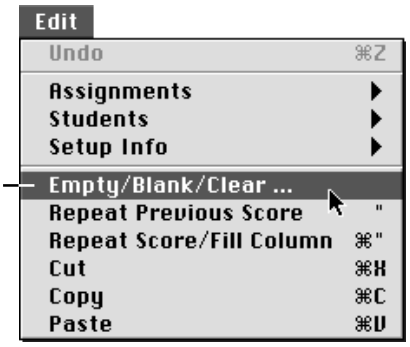

Sample Gradebook
ASSIGNMENT NUMBERS----> 27 28 29 30 31 32 33 34 35 36 CURRENT
ASSIGNMENT CATEGORIES-> LIT PAR SPL QFT ORL LIT LIT WRT QFT STUDENT
ASSIGNMENT VALUES-----> 58 25 30 182 50 100 ✓ 100 188 TOTALS
1 Archer, Dennis E. 44 25 23 121 DRP 76 ✓ B- 92 76.4=C
2 Bowles, Charles A. 82 20 108 30 70 ✓ C 120 61.5=D
3 Chancellor, James L. 42 DRP 23 168 40 86 ✓+ C+ 82 86.0=B
4 Dickerson Michael R. 35 25 27 156 45 78 ✓ B 120 82.6=B
5 Garcia, Eugene F. 24 25 29 107 40 72 ✓ B- 164 75.7=C
6 Glenn, Helen B. EXC EXC 29 164 DRP 86 ✓+ A 172 90.9=A-
7 Gray, Kathleen R. 39 25 30 68 35 72 ✓ C+ 92 70.5=C-
8 Howard, Stacey E. DRP 18 152 40 80 ✓ B+ 156 78.5=C+
FIND
SCORES
ASSIGNMENT TITLES POINTS ITEMS X-FACTORS
34 COMPOSITION 1: The Nature of Man [10/28] 100 100 1.000
35 QUARTER 1: Spelling Final Test [10/28] 200 100 2.000*
36

THE SCENARIO:

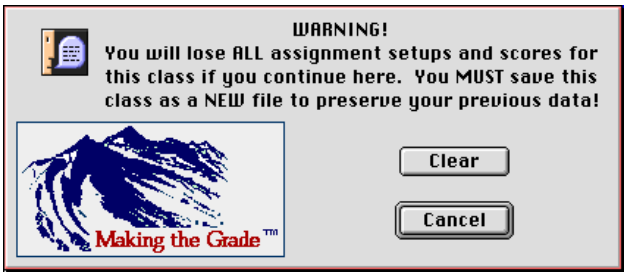
When I recorded this assignment for my Sophomore English class, I entered students' raw scores from a multiple-choice answer sheet of 100 items. Because we had worked so long and hard on this material, I wanted the test to carry a weight of 200 points; therefore, the original X-FACTOR for the assignment was determined by dividing 200 by 100—and 2.000 resulted. I later found that the test contained a few "flawed" items (six to be exact), and I threw them out, changing the POINT VALUE of the test to 188. At that point the program asked if I wished all students' scores to be adjusted commensurately. Because a few students had yet to take the test, I wanted *their* raw scores also to be multiplied by the original 2.000 factor, so I responded "No." The star was then added to show that I modified the setup information for the assignment, and yet wished to maintain the **original** Points to Items ratio (instead of 1.88).

Emptying the Gradebook

At the very end of the Gradebook portion of *Making the Grade's* documentation, you'll find the section titled "Starting A New Grading Period." This segment details three of the most common—and least dangerous—methods for beginning a new grading term. We heartily endorse all three of those protocols, for none involves the eradication of existing class data. However, the fourth "begin anew" sequence at right **does**, and for that reason we urge extreme caution using it.

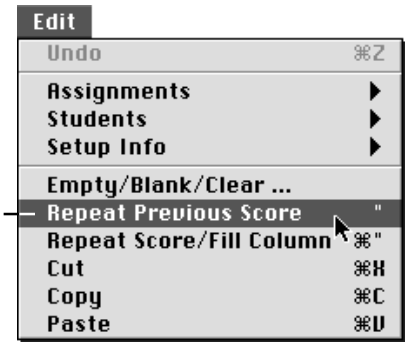


If it's your preference to purge an existing class of all assignment data and start afresh with that same file, this is the feature for you. However, as the warning screen at right explains, emptying a class file of its records and then forgetting to save the file **under a different name** means the loss of that information forever, with no hope of its recovery. For this reason we long held serious reservations about implementing such a feature, despite many requests to do so. It was our humble opinion that the potential downside of the option outweighed its potential benefits . . . but here it is, just the same. Please do remember, however, that forewarned is forearmed. Always think twice and thrice when utilizing this option at the end of a marking period.

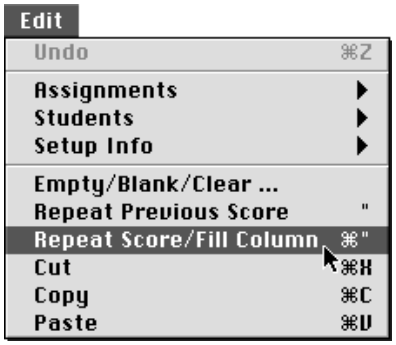

WARNING!
You will lose ALL assignment setups and scores for this class if you continue here. You MUST save this class as a NEW file to preserve your previous data!
Making the Grade™
Clear
Cancel

Duplicating Student Scores

Speaking of features high on the *MtG* request list, the famous *Grade Busters* DITTO function is in! Whenever you wish to **repeat** a student's grade (in NEW ASSIGNMENT **or** general EDIT mode), press the ' or " (apostrophe/quotation marks) key to the immediate left of RETURN on the keyboard. That score—whether it be numerical, alphabetical, or symbolic—will be duplicated automatically with each press of the key until a new score is entered. Then, of course, that score will be repeated. **NOTE:** When entering a brand new set of scores into your gradebook, the DITTO key defaults initially to the maximum value of that assignment. (We had to have *something* resident there, you see.)

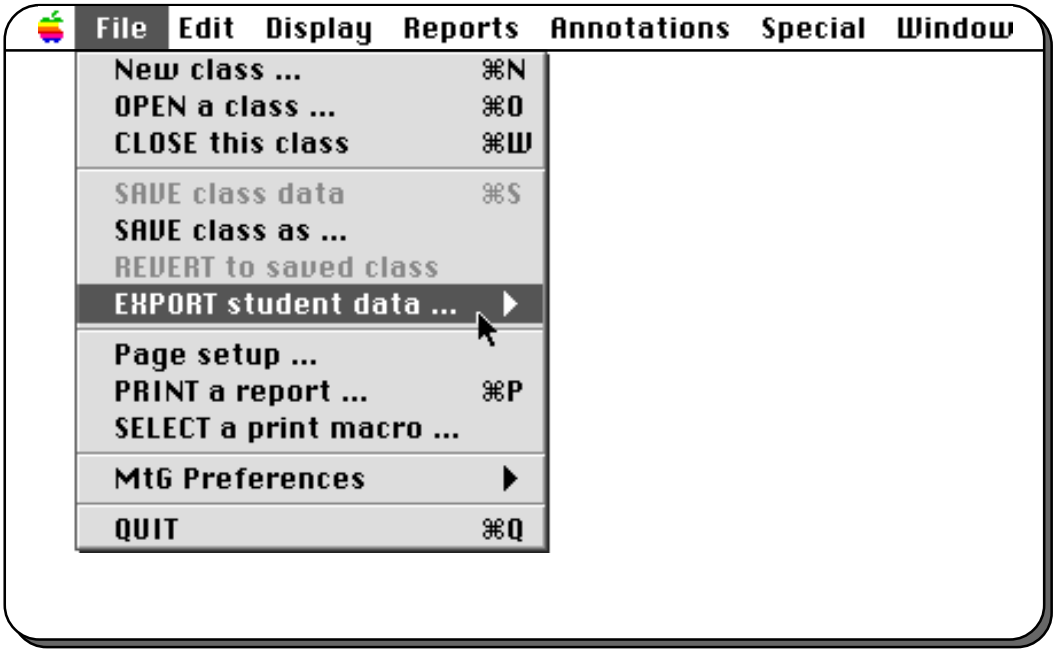


To **fill down all remaining score cells** with the same grade, press **Command + "** and behold! All marks from that point to the bottom of the class roster become duplicates of the previously entered score—regardless of what may have been there beforehand. (This feature **overwrites** all scores below it with the DITTO value, you see, so do be cautious with its use.)

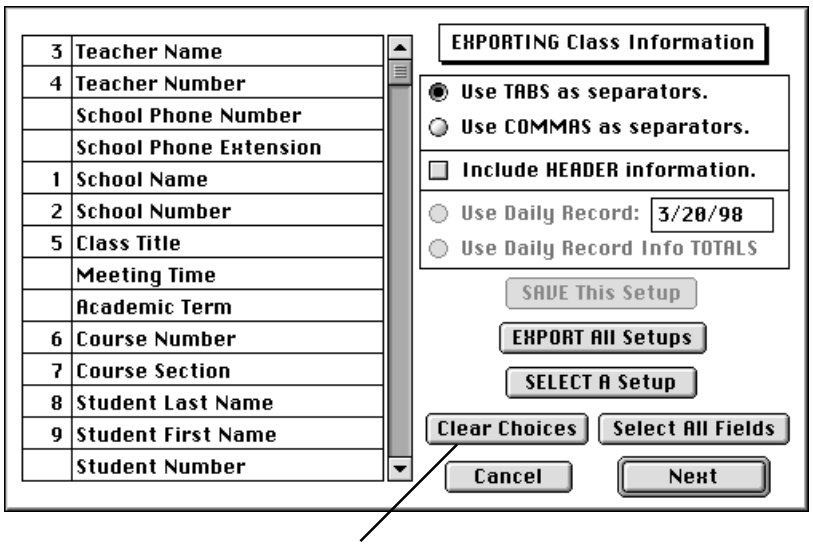


ANOTHER KEYBOARD TIP: The **Page Up** and **Page Down keys** are fully functional within the Gradebook, Daily Record, and Seating Chart modules. They automatically scroll the screen at least eight names in the Gradebook and Daily Record, and one row at a time within the Seating Chart. (Anything we can do to save time and mouse clicks, you know . . . .)

Exporting Student Data


File Edit Display Reports Annotations Special Window
New class ... ⌘N
OPEN a class ... ⌘O
CLOSE this class ⌘W
SAVE class data ⌘S
SAVE class as ...
REVERT to saved class
EXPORT student data ...
Page setup ...
PRINT a report ... ⌘P
SELECT a print macro ...
MtG Preferences
QUIT ⌘Q

You've done your time in the trenches, you've paid your dues, and now you've typed your last list of student names for a field trip. But even if you're chained to a desk or otherwise imprisoned on your campus, there *will* be times when you need blocks of data from your Gradebook and Daily Record in "unfettered" form—and here's the perfect tool for the task. In fact, with a little cooperation from your MIS or Data Processing Department, this option may be the death of the dreaded grade-reporting bubble sheet. Intrigued? Then read on . . . .



Change your mind? Make a mistake? Then click here and start over. Our only requirement is that you select at least **one field** to export, but feel free to clear all selections or rearrange them to your heart's content.

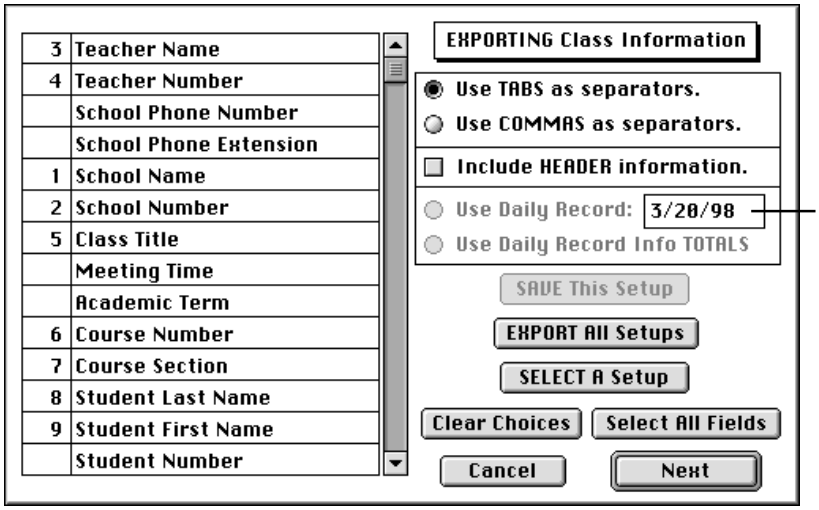
You may select any or all of **118 data fields** from a class's Gradebook and Daily Record for exportation as an ASCII file. Keep in mind the following options and features:

1. You may arrange your data in any order, simply by clicking the field's title.

2. You may separate fields with **tabs** or **commas**, as your word processor or data base may prefer. (**Return** ends a record.)

3. You may include an explanatory **header** showing precisely how your data fields are arranged—or export a "nude" ASCII data stream.

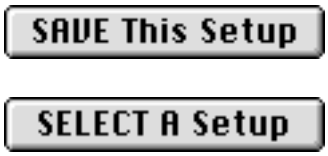
4. You may export Daily Record information for a **single day** or as **totals** for a marking period. The two Daily Record

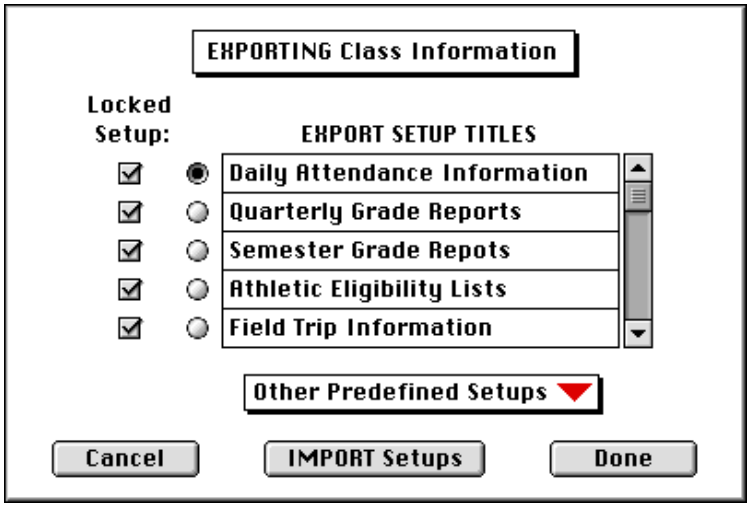


radio buttons on this screen will remain **dimmed** until one or more attendance/behavior fields are selected.

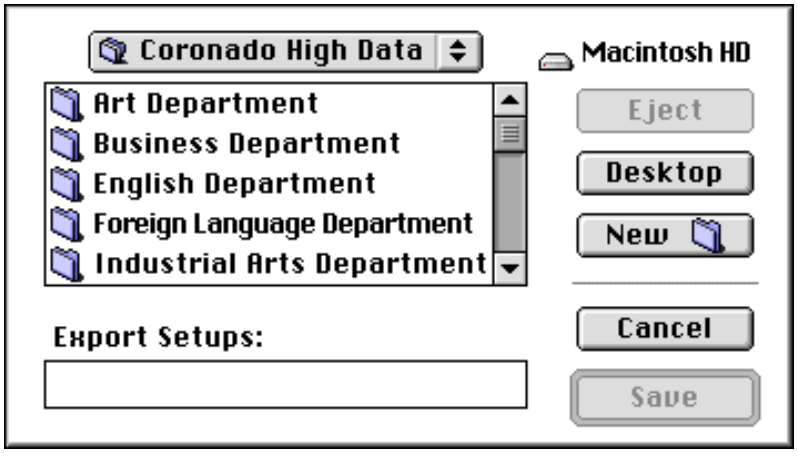
NOTE: The date displayed on this screen is taken from your Mac's system clock. If it is incorrect, open the **Date & Time** Control Panel and reset it.

5. Each of the fields selected will be laid out in columns from **left to right** on the page. If an exported field contains no information for a student or students (such as the Citizenship Mark category), it will print as an underscore (___), a place holder for entries at a future date.





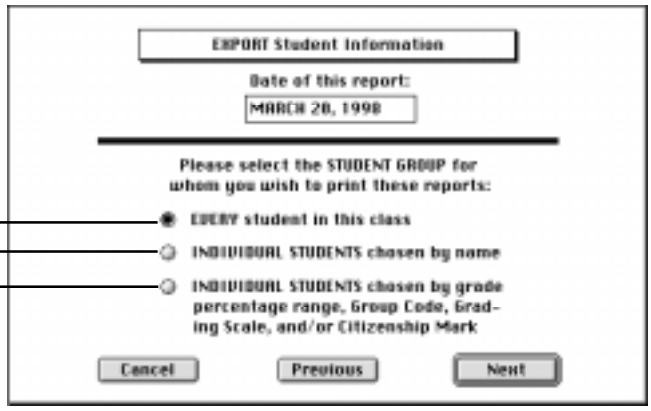
With over a hundred data fields to choose from, creating an export document *could* become a tedious, time-consuming task. However, such is not the case with *MtG*, for you may set up, save, and export **ten export templates** like those at right. That is, if you'll invest the time to set up an export ASCII document, we'll help you save that configuration for later use—by yourself or by others. That is, once you've selected the fields you wish to export, separated them by tabs or commas, and included appropriate header information (or not), click **SAVE This Setup** and enter the title of the template you wish to record. **PLEASE NOTE:** We will save no export template without an official title. By the same token, all you must do to delete a template is erase its title and click **Done**.



ATTENTION, ADMINISTRATORS!

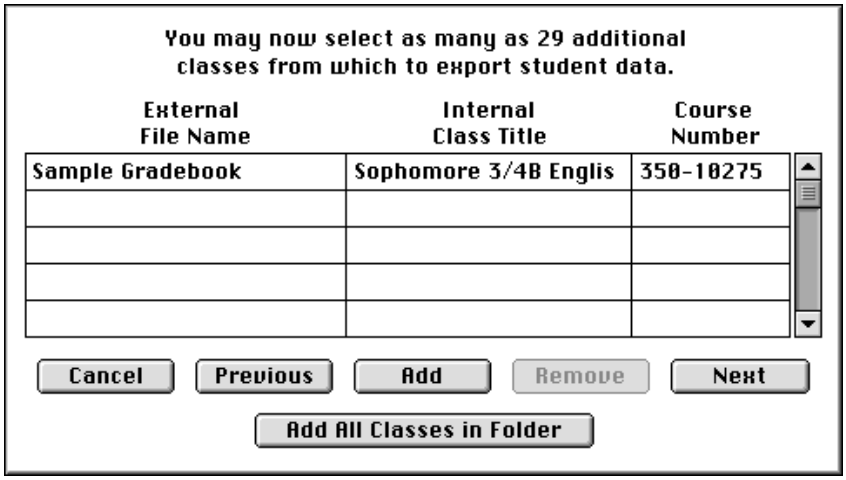
Please consider using this *MtG* option to save your teachers considerable amounts of their precious time. Using your personal expertise and the skills of those "down town," customize a block of data templates for your staff. Export this file to disk so they can import it into their own copies of *MtG*. Once that is done, all they must do is select the appropriate template title, identify the students whose info is to be exported, and send the softcopy document to your office. Down with bubble sheets!

Once you've selected the fields you wish to export from a class's Gradebook and Daily Record, you must select the students whose data you wish to include in the document. You may include **everyone in the class**, **individuals chosen by name**, or **individuals chosen by percentage range, group code, grading scale, and/or citizenship mark**. (This "filtering" feature will be explained in detail in the **Reports** section which follows, so kindly suspend your skepticism for a few more moments.)

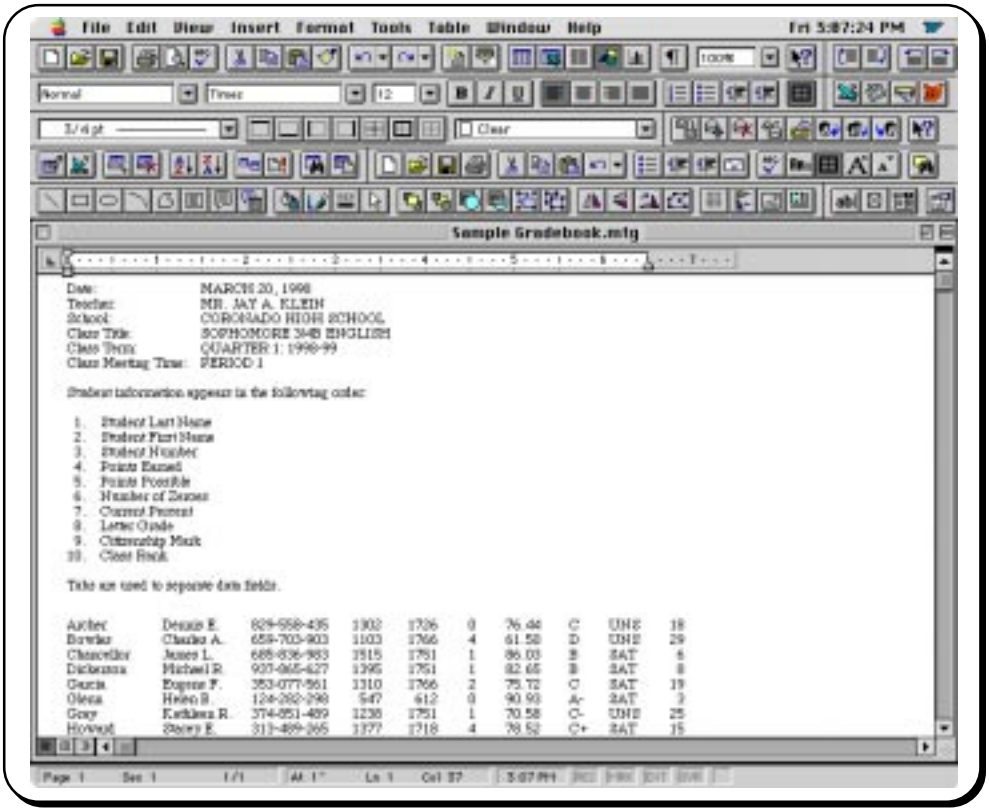

EXPORT Student Information
Date of this report:
MARCH 20, 1998
Please select the STUDENT GROUP for whom you wish to print these reports:
EVERY student in this class
INDIVIDUAL STUDENTS chosen by name
INDIVIDUAL STUDENTS chosen by grade percentage range, Group Code, Grading Scale, and/or Citizenship Mark
Cancel
Previous
Next

One last step before launching your favorite word processor or data base program and tailoring this information to the task at hand . . . . You may now export *Making the Grade* data for as many as **29 additional classes**—in one fell, timesaving swoop.

Remember: *Making the Grade* export documents are **TEXT** or **ASCII** files ending with the suffix **.mtg**, so be sure to select that resource type (if necessary) when looking for them on your desktop or in folders.



The MtG export document in Word™ 6.0 by Microsoft Corp.

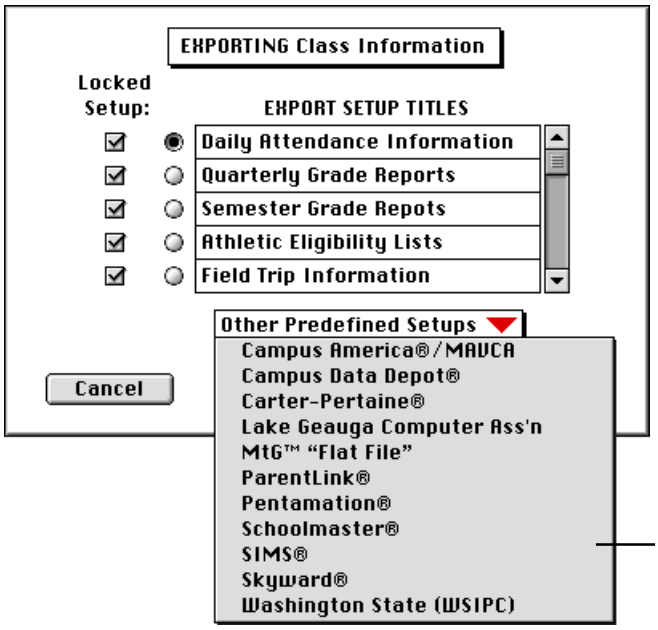

Sample Gradebook.mtg
Date: MARCH 20, 1998
Teacher: MR. JAY A. KLEIN
School: CORONADO HIGH SCHOOL
Class Title: SOPHOMORE 3/4B ENGLISH
Class Term: QUARTER 1: 1998-99
Class Meeting Time: PERIOD 1

And Voila! At left is the Sample Gradebook file (on your Program Disk) as it appears with student data exported into one of the best of all word processors.

Frankly, this record will not always import as neatly as that shown here. For instance, you may have to adjust a few **tabs** to compensate for the irregular length of students' names. Once you've straightened that out, however, most other data fields fall into place rather nicely.

You may always elect **not** to include the header information shown at left, of course; we offer its inclusion for layout purposes only.

Third Party Data Exports



This particular component of the *Making the Grade* export package lies at the heart of our never-ending "Down With Bubble Sheets" movement. If your campus or district has selected one of the fine data management products listed here, dispatching student grades, attendance, citizenship marks, and the like from gradebook to main frame is a breeze. Because *Making the Grade* connects seamlessly with such powerful data systems as these, you'll never have to type in a class roster or fill in a progress report bubble sheet again.

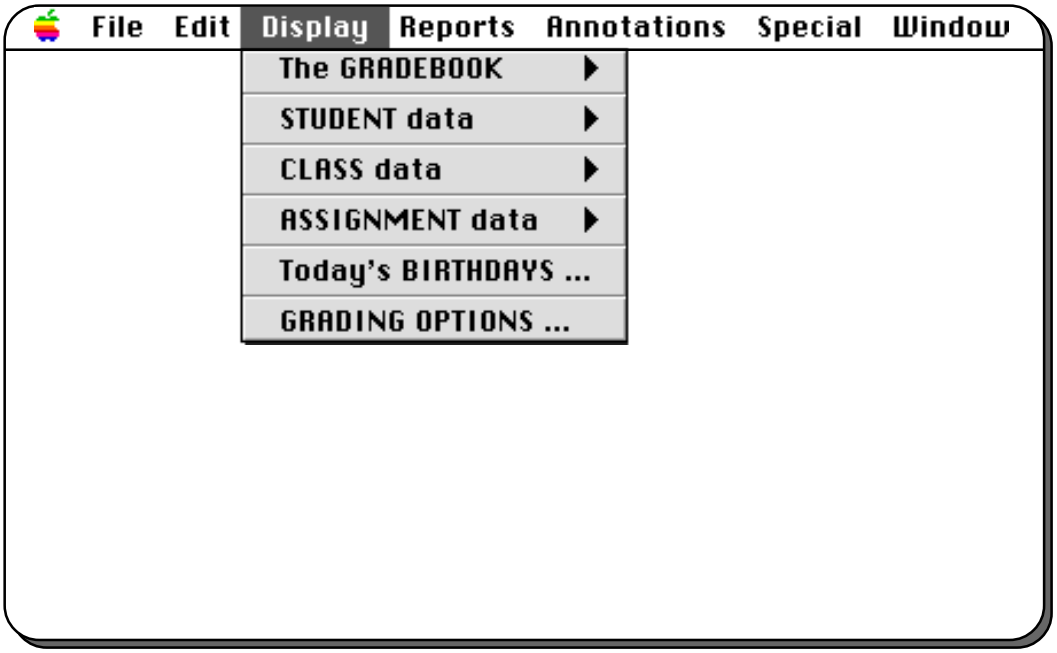
Now, you may have noticed the inclusion of a few additional products in the "Other Predefined Setups" submenu beyond those revealed in the Class Setup section. The **Lake Geauga Computer Association** and **WSIPC** exports are statewide consortiums (in Ohio and Washington) to which we export *MtG* progress and report card data. The **MtG "Flat File"** setup is used almost exclusively by district MIS departments, for it contains <u>all</u> of the teacher, student, and class information in the *MtG* database—in ASCII form, of course. (A "road map" laying out the exact scope and sequence of this file is available from Jay Klein Productions upon request.)

ParentLink*®** is part of the ***Teacher's Assistant*™** package from Parlant Technology in Provo, Utah. ***Making the Grade and ***ParentLink*** have partnered in voice processing technology to save teachers, administrators, parents, and students alike more time and effort than once thought possible. Using a touchtone telephone, parents can call from home or business to access reports on student grades, missing or incomplete work, future assignments, and, of course, daily attendance. For teachers, the downloading process for five or six classes takes less than a minute, so accurate student information can be given to parents every day if need be—without the "hassle factor" of lengthy, involved contacts. ***ParentLink*** is the perfect information vehicle for authorized parties to query the educational system whenever *they* wish, at *their* convenience. And for you, just think: fewer staffings; fewer conferences to arrange around your busy schedule; fewer progress reports to print; and, best of all, fewer surprises at the end of the grading period!

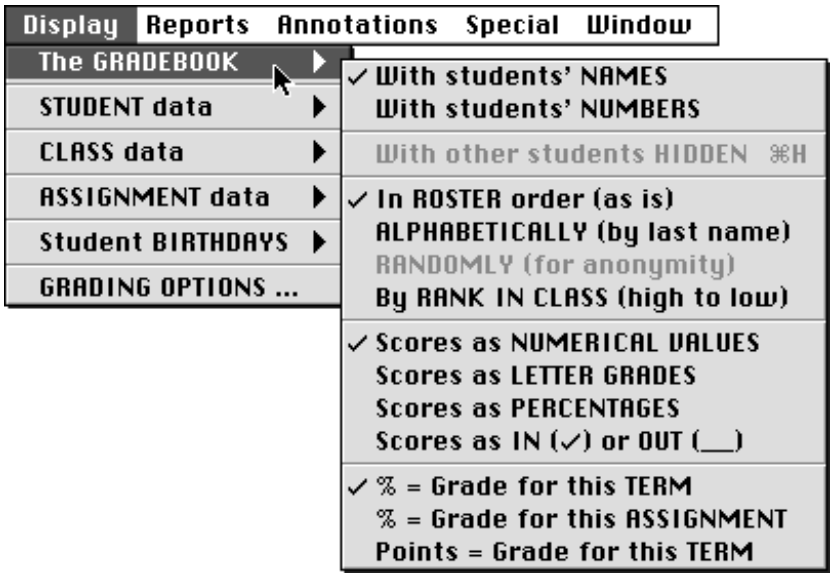
ParentLink
"Voice Processing for Schools"

parlant TECHNOLOGY
(800) 735-2930
http://www.parlant.com

Displaying Data

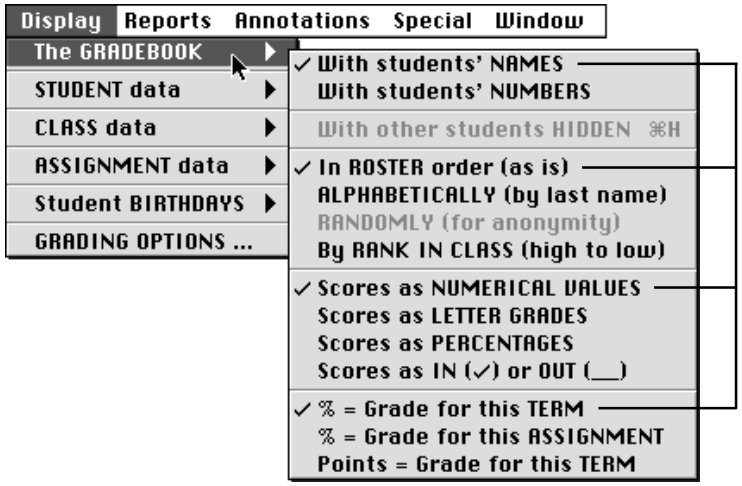


This portion of ***Making the Grade*** is our proudest enhancement of the *Grade Busters* series of classroom management tools. It was designed for teachers fortunate enough to possess a Macintosh for use within the classroom and a connected overhead projection device. (Blessed be your school board, for yours is the kingdom of productivity!) Of course, those who don't have access to such tools will still find these features invaluable at home, in the lab, or work room, for the information displayed here offers teacher and student a greater depth of performance analysis than ever before.



PLEASE NOTE: The data displays within these features and options are but **temporary** manipulations of the look, feel, and structure of the gradebook itself. That is, displaying the gradebook ALPHABETICALLY (by last name) does **not** actually alphabetize the class roster for saving to floppy disk or hard drive. (That function is performed in the **Edit > Setup Info > Student information** section of the program.) This is only a momentary **visual** manipulation of the raw data recorded for a class, and your gradebook remains unaffected by any and all display options.

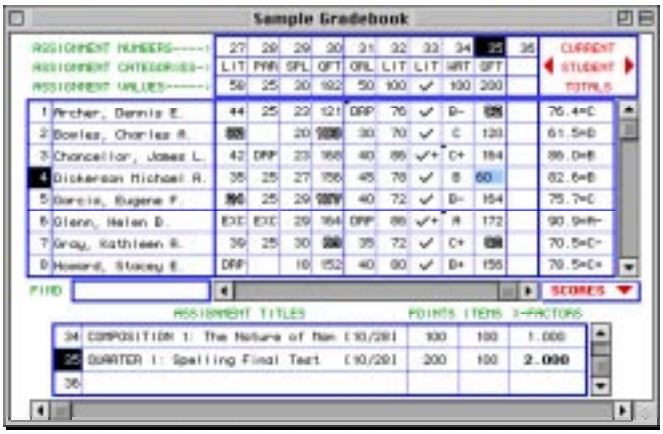
■ Displaying the Gradebook



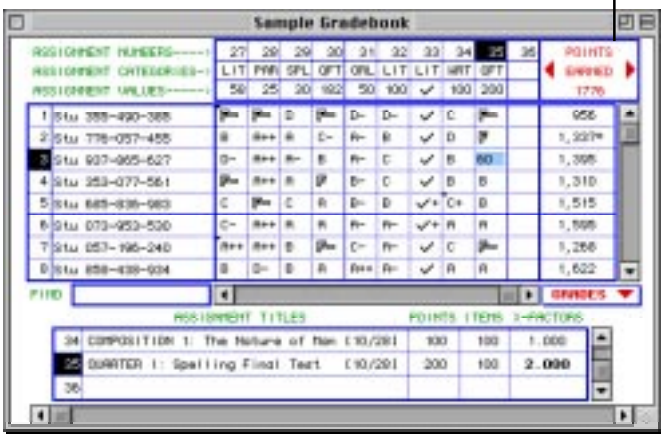
The gradebook display defaults to these four settings, displaying class data by **student names**, **roster order (as is)**, **numerical values**, and **cumulative grade totals for the term**. However, the possibilities for manipulating each class's display are many and varied. Carefully examine the four screen samples below to see the variety of displays you can generate. (**NOTE:** Keep in mind that display settings are always **temporary**; the gradebook window automatically reverts to the display formula at left each time a class is opened.)

CLICK HERE FOR AN MTG SHORT CUT!

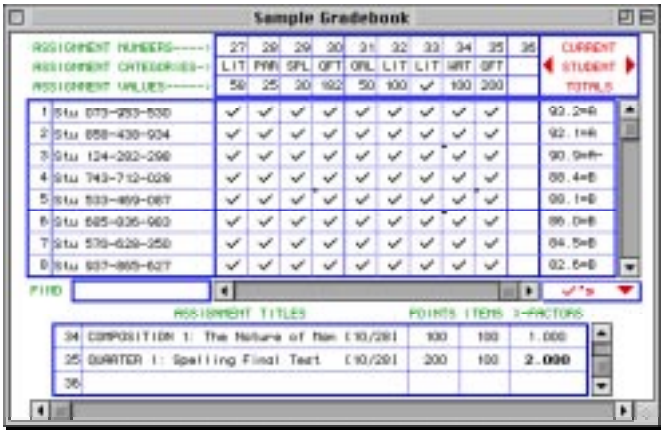
Each click cycles through **Current Student Totals**, **Points Earned**, and **% = Grade For This Assignment**



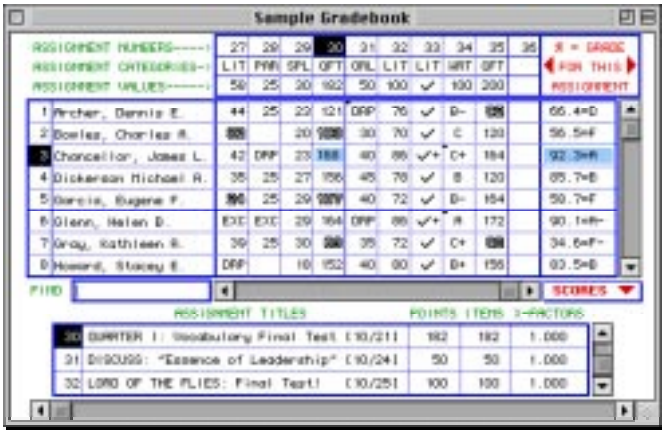
ALPHABETICALLY (by last name)
With students' NAMES
Scores as NUMERICAL VALUES



RANDOMLY (for anonymity)
With students' NUMBERS
Scores as LETTER GRADES



By RANK IN CLASS (high to low)
With students' NUMBERS
Scores as IN (√) or OUT (__)

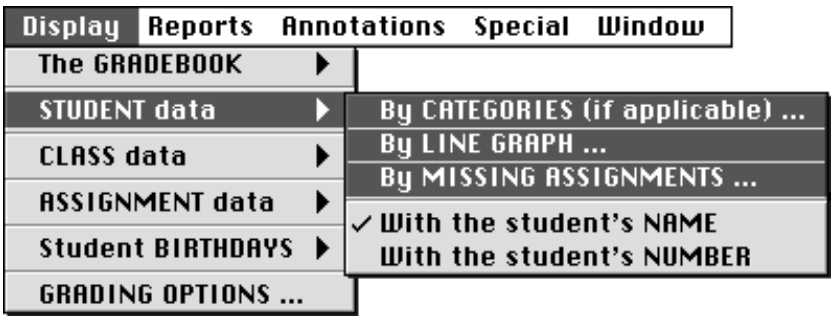


ALPHABETICALLY (by last name)
Scores as NUMERICAL VALUES
% = Grade for this ASSIGNMENT

NOTE 1: Feel free to toggle among the many formats of gradebook display, but remember that all such manipulation is temporary. That is, no display format is saved with the close of a class; each time you reopen a file it defaults to the display mode detailed earlier.
NOTE 2: As a small reminder of the display option you have selected, the small rectangle beneath the summary column (on the lower right side of the screen) will always reflect the current gradebook **display mode**. That is, depending upon your choice of score display, **Scores**, **Letter Grades**, **Percentages**, or **In/Out** will appear in that box.

NOTE 3: Everything in this section of the display menu deals with manipulating the *entire* academic record except one—**For This Assignment**, the next to last option in the menu pull-down list. To obtain specific background information for any assignment in your gradebook, just click on a score, select **For This Assignment** (or click the "Short Cut" rectangle mentioned earlier) and behold! The summary column on the right displays percentages and grade level equivalents *for that assignment only*. You may click around at will within the spreadsheet grid while this mode is active, of course, and you may edit any score.

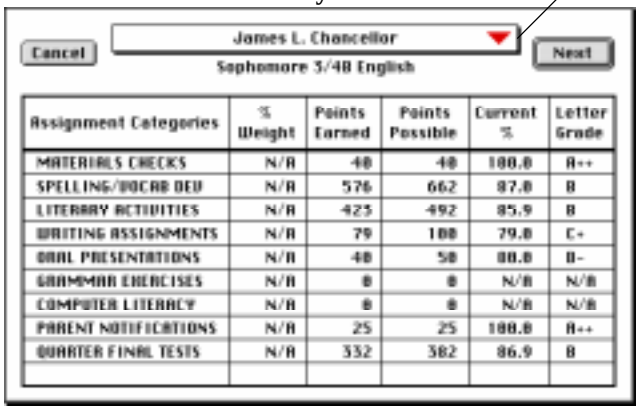
■ Displaying Student Data



This display option depicts a single student's gradebook data in three basic forms, as shownabove. Click on any one of a student's scores to "select" him or her, and then choose how to display that information: **By CATEGORIES (if applicable)**, **By LINE GRAPH**, **By MISSING ASSIGNMENTS, With the student's NAME**, or **With the student's NUMBER**. (We default to the student name version, but the choice is yours.)

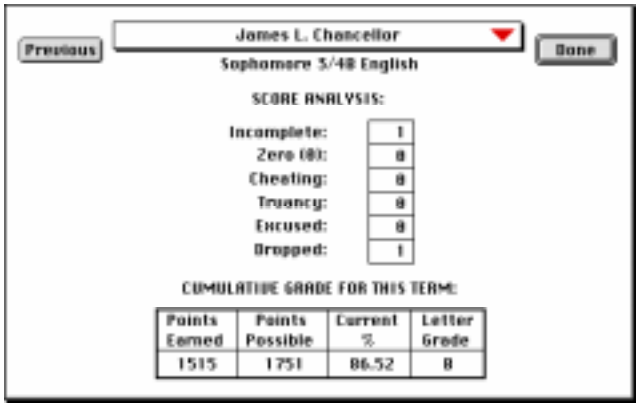
The first screen of the CATEGORY display, below left, breaks down student performance by Category and % Weight (if applicable), Points Earned, Points Possible, Current %, and Letter Grade equivalent. Click **Next** and a second screen appears, further analyzing the student's overall performance. Scores are broken down into more specific groups, from **Incomplete** to **Dropped**, and the student's Cumulative Grade for the Current Term is presented in full detail. (Of course, this information is identical to that found in the first screen if you're using a Total Points Without Categories system.) Click here on the student name bar to move among your charges.

Student Data: By CATEGORIES



Assignment Categories	% Weight	Points Earned	Points Possible	Current %	Letter Grade
MATERIALS CHECKS	N/A	40	40	100.0	A++
SPELLING/VOCAB DEV	N/A	576	662	87.0	B
LITERARY ACTIVITIES	N/A	423	492	85.9	B
WRITING ASSIGNMENTS	N/A	79	100	79.0	C+
ORAL PRESENTATIONS	N/A	40	50	80.0	B-
GRAMMAR EXERCISES	N/A	0	0	N/A	N/A
COMPUTER LITERACY	N/A	0	0	N/A	N/A
PARENT NOTIFICATIONS	N/A	25	25	100.0	A++
QUARTER FINAL TESTS	N/A	332	382	86.9	B

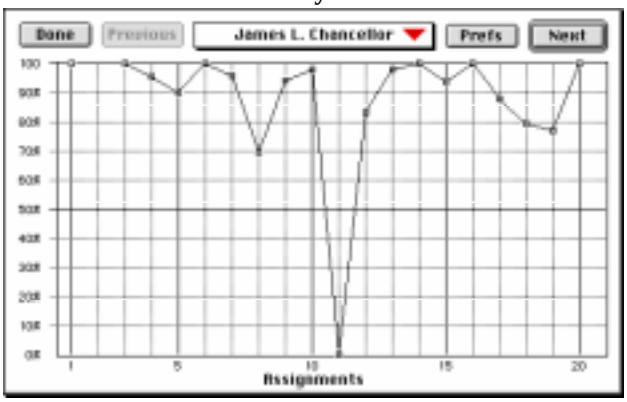
Student Data: With SCORE ANALYSIS



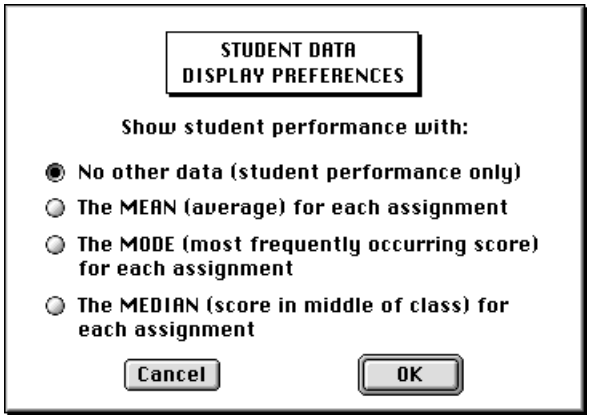
Points Earned	Points Possible	Current %	Letter Grade
1515	1751	86.52	B

Choose to display the same student's performance as a **line graph**, and you'll see the screen below right, the first of sixteen possible displays (16 X 20 assignments per screen = 320 scores per class). **A QUICK WORD OF EXPLANATION:** *Making the Grade* displays student performance as line graphs rather than the bar charts used by most other programs for a simple but important reason, one that can be found at right in Jim Chancellor's **Assignment 11**. Testing this part of *Making the Grade* with students at Coronado High I soon found that bar charts possessed one serious psychological weakness: Any missing assignment (or one for which students received a zero) appeared only as a **gap** in the chart. The students interpreted this space as some kind of place holder or grouping mechanism and not once exhibited the "terror" I expected when they beheld the worst of all possible grades. (Apologies to Monsieur Voltaire.) On the other hand, when I displayed the same data in line graph form, anyone who earned a zero or other such low score had a cow every time! (Apologies to Bart Simpson.) Now *that* was the reaction I was looking for! Without exception, each of my students wanted to know immediately what that assignment was, why he or she "dipped" so severely on it, and what could be done to ameliorate such an egregiously odious predicament (not *their* words, of course).

Student Data: By LINE GRAPH

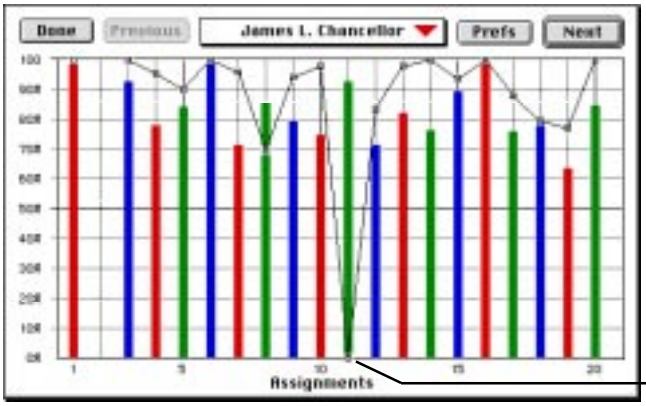


Of course, bar chart displays **do** have a place in *Making the Grade*, for there is no better way to correlate an individual student's performance with that of an entire class. As the "Prefs" box at right reveals, you may choose to compare student scores to the class MEAN, MODE, or MEDIAN, each of which will appear as vertical bars on each assignment line (below right). May I suggest that while the MODE and the MEDIAN are often very valuable pieces of information for *us* when analyzing an assignment's overall efficacy, they don't "play" very well with students. The MEAN they understand virtually every time; the other two are usually teacher trivia.

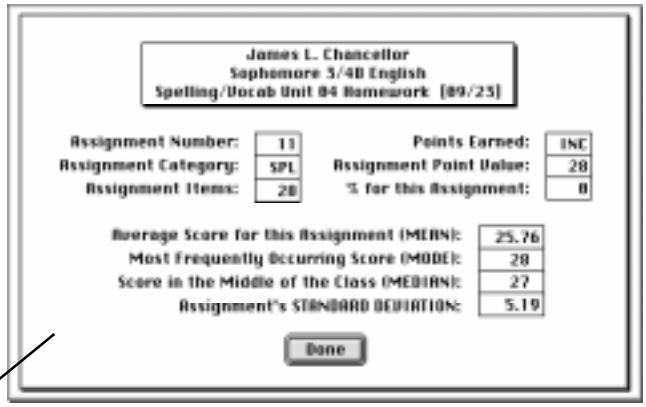

STUDENT DATA
DISPLAY PREFERENCES
Show student performance with:
No other data (student performance only)
The MEAN (average) for each assignment
The MODE (most frequently occurring score) for each assignment
The MEDIAN (score in middle of class) for each assignment
Cancel
OK

Now, as an experienced educator of America's youth, you *know* that Jim Chancellor (and his peers in your own classroom) will be more than a little curious to know *immediately* what Assignment 11 was—you know, the one that *so* devastated his line graph. All you must do is click on any assignment line in the graph, and behold!

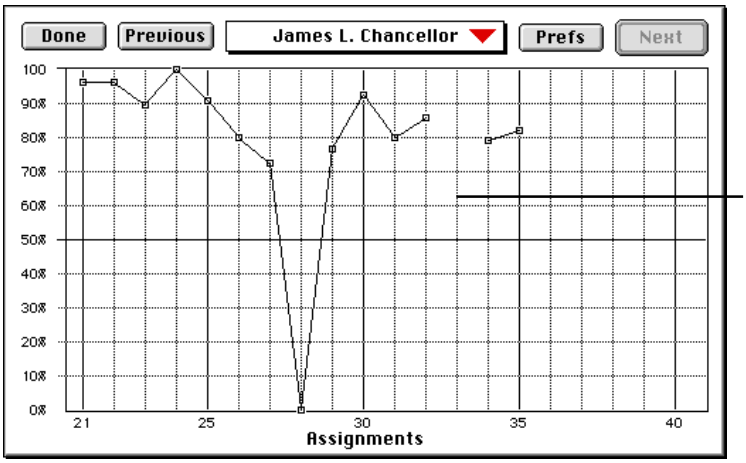
Student Data: By LINE GRAPH with Class MEAN



LINE GRAPH Insert (Assignment 11)

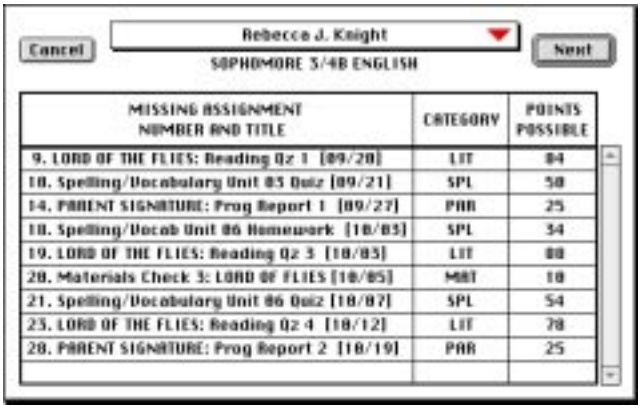

James L. Chancellor
Sophomore 5/4B English
Spelling/Vocab Unit 04 Homework [09/25]
Assignment Number: 11
Assignment Category: SPL
Assignment Items: 20
Points Earned: INC
Assignment Point Value: 20
% for this Assignment: 0
Average Score for this Assignment (MEAN): 25.76
Most Frequently Occurring Score (MODE): 28
Score in the Middle of the Class (MEDIAN): 27
Assignment's STANDARD DEVIATION: 5.19
Done

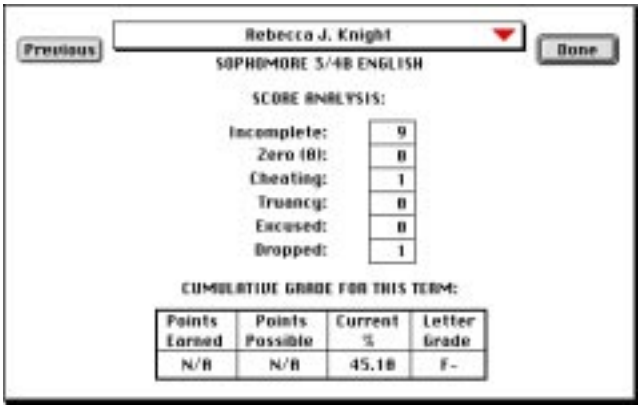
An informational insert (previous page, bottom right) appears, revealing the assignment's **title**, **number**, **category**, **items**, **points possible**, **points earned**, **percentage**, **mean**, **mode**, **median**, and **standard deviation**. Whew! Is that convenient, or what? (I ask this because in the earliest, alpha version of the program I had to back out of the first screen and reenter the gradebook to discover all the pertinent details of Assignment 11. Needless to say, we added this particular feature as soon as we could. Who needs a hostile or anxious youngster breathing fire over one's shoulder while time is a-wastin'?)



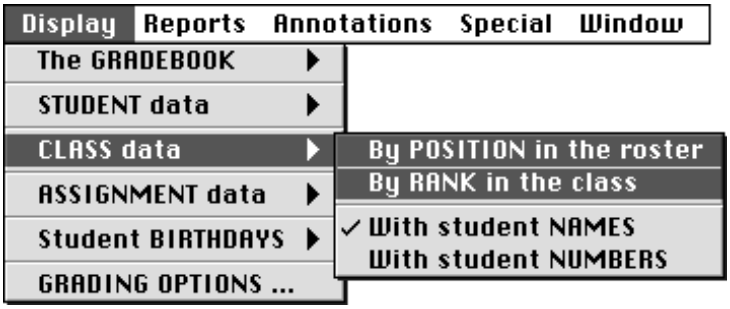
Before we leave this display feature in *Making the Grade*, take a look at the second screen of Jim Chancellor's grades. You'll note that he slipped up again on Assignment 28, but, of more interest, he seems to have earned nothing at all on Assignment 33. Here's the "low down": All **zero scores** such as **0**, **Inc**, **Tru**, and **Cht** appear on a student's graph at the bottom of the chart, as expected. However, all **neutral scores** such as **Excused**, **Dropped**, and √ do not appear on the chart at all, hence the break in Jim's line graph. It was a √ activity only, and no points or percentages were available or earned.

Select the third option in this section—**By MISSING ASSIGNMENTS**—to display the two screens below. The first reveals each student's **Incomplete** assignments, listing them in order from your gradebook by **number**, **title**, **category**, and **point value**. (This information is also available in hardcopy form within the **Student Reports** section, but more about that in the chapter to come.) The second screen provides further analysis of each student's performance, including his or her current percentage and letter grade.

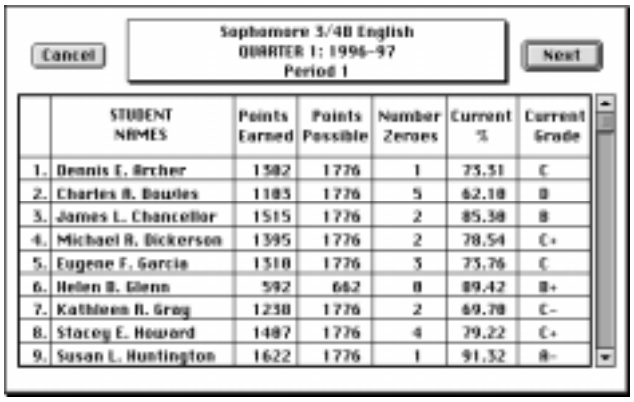

Cancel
Rebecca J. Knight
Next
SOPHOMORE 3/4B ENGLISH
MISSING ASSIGNMENT NUMBER AND TITLE
CATEGORY
POINTS POSSIBLE
9. LORD OF THE FLIES: Reading Qz 1 [09/20] LIT 04
10. Spelling/Vocabulary Unit 05 Quiz [09/21] SPL 50
14. PARENT SIGNATURE: Prog Report 1 [09/27] PAR 25
18. Spelling/Vocab Unit 06 Homework [10/03] SPL 34
19. LORD OF THE FLIES: Reading Qz 3 [10/05] LIT 08
20. Materials Check 3: LORD OF FLIES [10/05] MAT 10
21. Spelling/Vocabulary Unit 06 Quiz [10/07] SPL 54
23. LORD OF THE FLIES: Reading Qz 4 [10/12] LIT 78
28. PARENT SIGNATURE: Prog Report 2 [10/19] PAR 25



■ Displaying Class Data

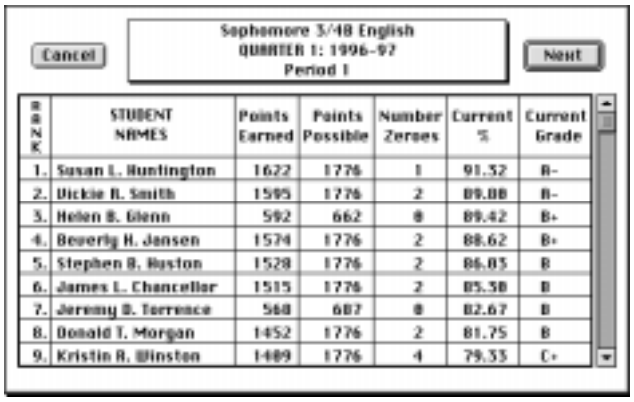


What the **STUDENT data** displays do for individual members of a class, the **CLASS data** displays do for everyone enrolled. That is, this part of the *Making the Grade* display package summarizes the most essential elements of all students' academic performance (Points Earned out of Points Possible, Number of 0 Assignments, Current Percentage, and overall Letter Grade) and exhibits them by **Student Name** or **Number**, **Roster Position** or **Rank in Class**.



	STUDENT NAMES	Points Earned	Points Possible	Number Zeroes	Current %	Current Grade
1.	Dennis E. Archer	1382	1776	1	75.51	C
2.	Charles A. Bowles	1183	1776	5	62.10	B
3.	James L. Chancellor	1515	1776	2	85.30	B
4.	Michael A. Dickerson	1395	1776	2	78.54	C+
5.	Eugene F. Garcia	1310	1776	3	73.76	C
6.	Helen B. Glenn	592	662	0	89.42	B+
7.	Kathleen R. Greg	1238	1776	2	69.70	C-
8.	Stacey E. Howard	1407	1776	4	79.22	C+
9.	Susan L. Huntington	1622	1776	1	91.32	A-

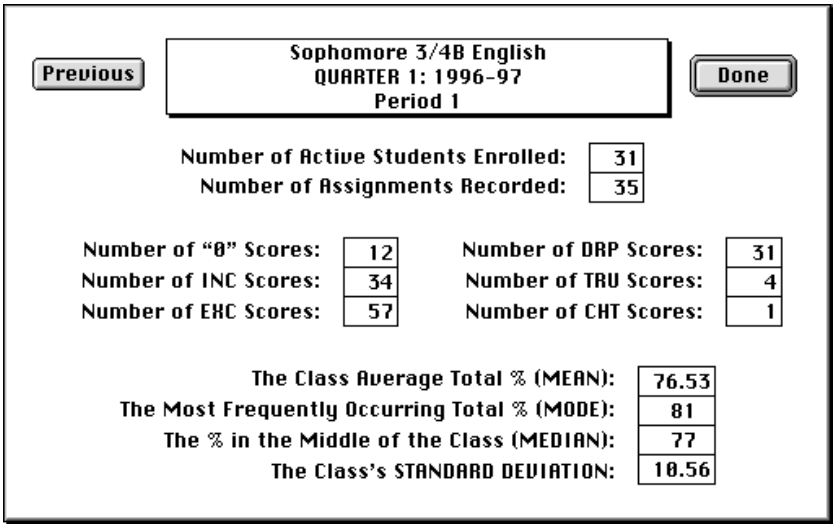
CLASS DATA by roster position and student name



RANK	STUDENT NAMES	Points Earned	Points Possible	Number Zeroes	Current %	Current Grade
1.	Susan L. Huntington	1622	1776	1	91.32	A-
2.	Dickie R. Smith	1595	1776	2	89.80	A-
3.	Helen B. Glenn	592	662	0	89.42	B+
4.	Beverly H. Jansen	1574	1776	2	88.62	B+
5.	Stephen B. Huston	1528	1776	2	86.03	B
6.	James L. Chancellor	1515	1776	2	85.30	B
7.	Jeremy B. Torrence	568	687	0	82.67	B
8.	Donald T. Morgan	1452	1776	2	81.75	B
9.	Kristin A. Winston	1409	1776	4	79.33	C+

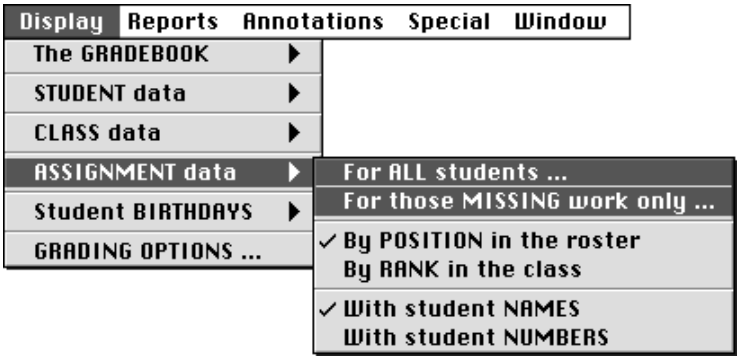
CLASS DATA by rank and student number

Click **Next** and the screen which follows breaks down *all* scores for a class, such as the 1085 entries in the sample at right (31 active students X 35 assignments). I found this feature particularly informative one spring when the average for my Period 8 Sophomore English class fell to an all-time low. A quick look at this screen for that class showed the number of **Inc** entries to be a major factor, for it was almost double the norm. Clearly, poor attendance was the culprit, and further investigation revealed that frequent early dismissal for distant sports events—and failure to make up missed work—lay at the heart of the class's problems.


Previous
Sophomore 3/4B English
QUARTER 1: 1996-97
Period 1
Done
Number of Active Students Enrolled: 31
Number of Assignments Recorded: 35
Number of "0" Scores: 12
Number of INC Scores: 34
Number of EXC Scores: 57
Number of DRP Scores: 31
Number of TRU Scores: 4
Number of CHT Scores: 1
The Class Average Total % (MEAN): 76.53
The Most Frequently Occurring Total % (MODE): 81
The % in the Middle of the Class (MEDIAN): 77
The Class's STANDARD DEVIATION: 10.56

Additional CLASS DATA Analysis

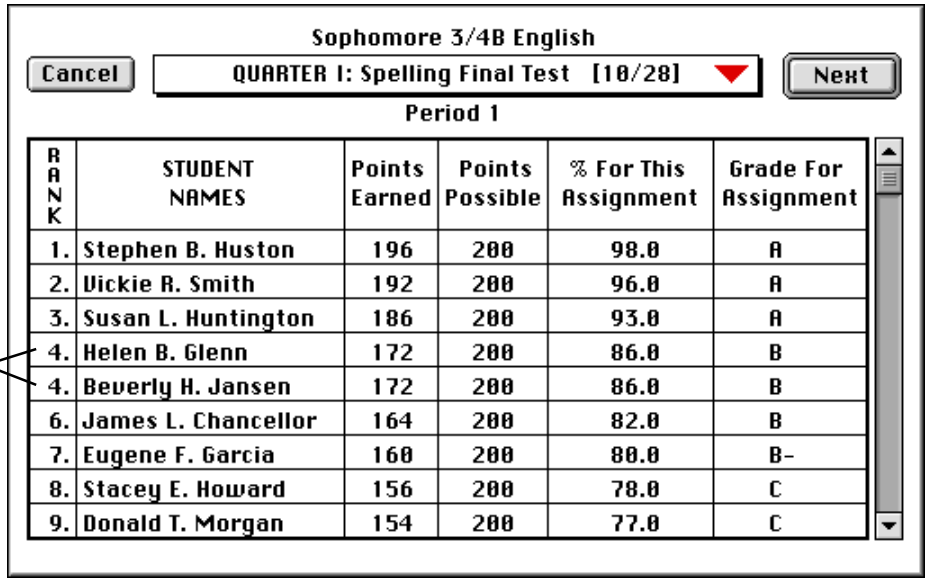
■ Displaying Assignment Data



This part of *Making the Grade* should seem very familiar, because, basically, it is! It functions exactly like

its **CLASS data** predecessor, but for one assignment at a time. Click in any assignment column to select it, and then choose how to display its data: For **everyone**, for **those missing work**, by **Student Name** or **Number**, by **Roster Position** or **Rank in Class.** (Clicking the title bar reveals a list of all assignments, ready for selection.)

The **Assignment data** sample screen at right is so similar to its cousin for an entire class that it requires little commentary, except . . . . You will note in the screen at right that Helen Glenn and Susan Huntington seem to have the same **rank in class** for this particular assignment; that is, they share the number 4 position from the top. This is a feature of *Making the Grade* we haven't mentioned thus far in the documentation, but it's present wherever ties exist between two or more ranked students. You will note that when a tie occurs, the next student in line will be ranked as if the tie did not exist. In other words, in this screen Jim Chancellor will be ranked **sixth** on this quarter final vocabulary test, even though there is, technically, no fifth-ranked student in the class.

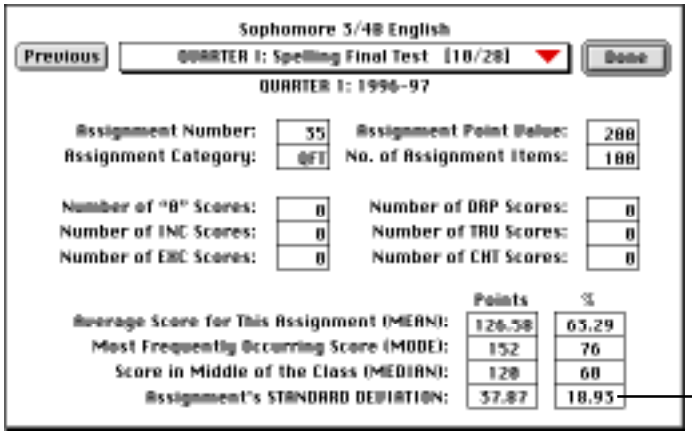

Sophomore 3/4B English

Cancel | QUARTER I: Spelling Final Test [10/28] | Next

Period 1

RANK	STUDENT NAMES	Points Earned	Points Possible	% For This Assignment	Grade For Assignment
1.	Stephen B. Huston	196	200	98.0	A
2.	Vickie R. Smith	192	200	96.0	A
3.	Susan L. Huntington	186	200	93.0	A
4.	Helen B. Glenn	172	200	86.0	B
4.	Beverly H. Jansen	172	200	86.0	B
6.	James L. Chancellor	164	200	82.0	B
7.	Eugene F. Garcia	160	200	80.0	B-
8.	Stacey E. Howard	156	200	78.0	C
9.	Donald T. Morgan	154	200	77.0	C

ASSIGNMENT DATA by rank and student name


Sophomore 3/4B English

Previous | QUARTER I: Spelling Final Test [10/28] | Done

QUARTER I: 1996-97

Assignment Number:	35	Assignment Point Value:	200
Assignment Category:	QFT	No. of Assignment Items:	100
Number of "0" Scores:	0	Number of DAP Scores:	0
Number of INC Scores:	0	Number of TRU Scores:	0
Number of EXC Scores:	0	Number of CHT Scores:	0

	Points	%
Average Score for This Assignment (MEAN):	126.58	63.29
Most Frequently Occurring Score (MODE):	152	76
Score in Middle of the Class (MEDIAN):	120	60
Assignment's STANDARD DEVIATION:	37.87	18.93

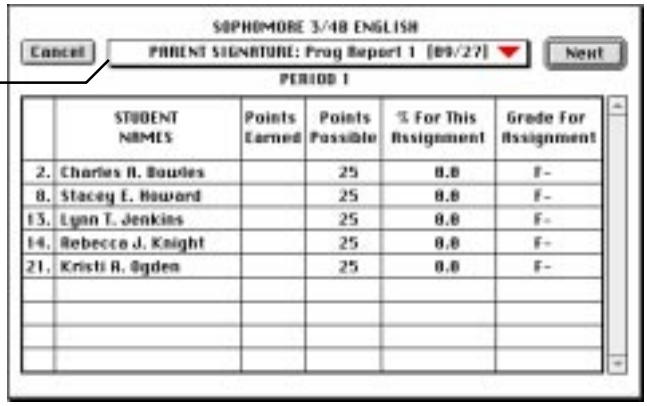
The summary screen at left is also reminiscent of its **Class data** forerunner, for it also analyzes the class's performance on the selected assignment. By the way, and for those of us who have a tough time remembering what a **STANDARD DEVIATION** is, a quick refresher:

STANDARD DEVIATION is a number which shows the *range of deviations from the current MEAN*. Normally, one SD above and below the MEAN will enclose two-thirds of the scores in a class having a normal bell curve distribution. It is also true that two SD's above and below the MEAN will enclose approximately 95% of the scores within a class. What this means is that the SD in the sample above reveals a large diversity of skills and commitment levels in a required class, one very few "average" sophomores at Coronado High *really* wanted to take.

The **Assignment data** screen at right focuses specifically and exclusively upon those students who have yet to complete a class activity. If you need a quick display of everyone who currently possesses an **Incomplete** for any recorded assignment, this is the option for you. Please keep in mind that only **Inc's** and those **Customized Letter Grades** scores predefined as incomplete scores will show up in the table at right; no other "0" score will appear there.

NOTE 1: Click on the **assignment title bar** to move between and among activities in your gradebook.

NOTE 2: A hardcopy version of this screen is also available in the *MtG* Reports section.

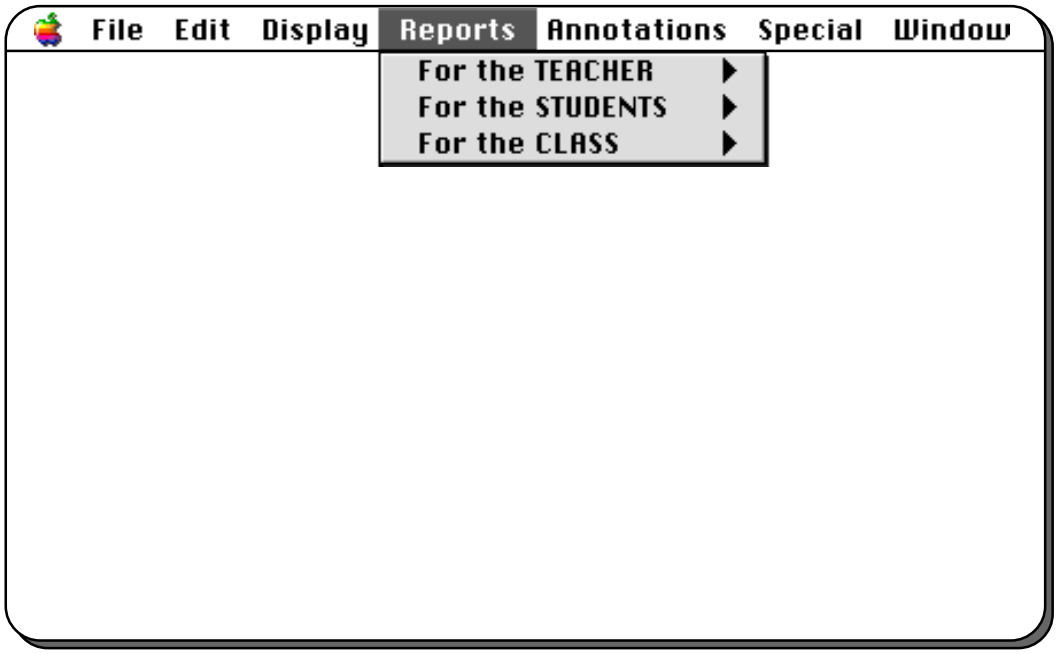

SOPHOMORE 3/4B ENGLISH

Cancel | PARENT SIGNATURE: Prog Report 1 [09/27] | Next

PERIOD 1

	STUDENT NAMES	Points Earned	Points Possible	% For This Assignment	Grade For Assignment
2.	Charles A. Bowles		25	0.0	F-
8.	Stacey E. Howard		25	0.0	F-
13.	Lynn T. Jenkins		25	0.0	F-
14.	Rebecca J. Knight		25	0.0	F-
21.	Kristi A. Ogden		25	0.0	F-

Printing Reports



And now for the *piece de resistance* of the *Making the Grade* package—the printouts. We hope you'll agree that for aesthetic appeal, readability of format, and completeness of information *MtG* reports are unparalleled in the field of electronic record-keeping. Far from being mere data dumps starting in the upper left corner of a page, *Grade Busters Mac* documents are easy-to-look-at, understandable-at-a-glance works of art. (No one can accuse us of excessive humility.) At any rate, the proof of such pudding always lies in the eating, so let us proceed with an in-depth investigation of the *MtG* Publication Department.

But first . . .
A Few Hard Facts of Life

One of the most annoying aphorisms in the field of education has always been "You get what you pay for." Indeed, it is one of the great tragedies of our profession that all CPUs, printers, paper, toner, and ribbons are **not** created equal. In many school districts, it has been our lot as classroom teachers to receive the least expensive, least sophisticated—and, consequently, least efficient—of all computer technology. If this observation rings true for you too, please consider these unfortunate truths:

1. Processing and printing times can vary alarmingly among older Mac OS computers and printers. A gradebook opened on a PowerPC 9600 and printed on a LaserWriter 8500 will take fifteen to twenty times longer to print on an LC II attached to an ImageWriter (in Best mode). *Making the Grade* documents are very graphically oriented, so keep in mind that they will always take longer to print than simple, unformatted, ASCII-based reports. *(See **MacUser**, Sept. 1991, "High Quality Low Cost Personal Printers," p. 150, for a more detailed analysis of this Macintosh phenomenon.)*

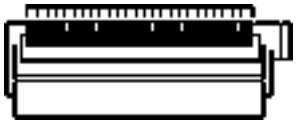
2.

For overall speed and quality of text/graphic reproduction, almost nothing beats Apple's **LaserWriter** series. If there is any way you can reserve one of these devices when progress reports are due, by all means do so. It's impossible to calculate the time you'll save and the credibility you'll gain by printing student reports on these miracles of desktop publishing. Your only responsibilities with the LaserWriter, LaserWriter Plus, LaserWriter IIf/g, LaserWriter IINT, LaserWriter IINTX/R, LaserWriter Select, LaserWriter 8500 or the like are to make sure it is selected in the **Chooser**, that **AppleTalk** is active, and that the tray contains an adequate supply of paper.

3.

More economical for the average teacher (but just as fast and powerful) is Hewlett Packard's **LaserJet** series. The HP LaserJet 3100, with which programmer Pete Jahelka tested the imaging code for *Making the Grade*, also sports as much as 600 dpi, and in general proffers the best of all compromises between speed, output, and affordability. (Be sure to check **Preferences** under the File Menu for more about HP printers.)

4. Another step down on the speed ladder, but every bit as impressive as the lasers in print quality, is Apple's **StyleWriter** series. At 360+ dpi this inkjet device is actually superior to some in print resolution, but as one of my esteemed colleagues wisely observed, "Fast it ain't!" We strongly recommend that you set the StyleWriter's print mode to **Faster**, not only because it saves considerable amounts of time, but because it produces better looking printouts. Really! Keep in mind, however, that what you save in money with this great little printer, you *will* spend waiting for it to do its thing.

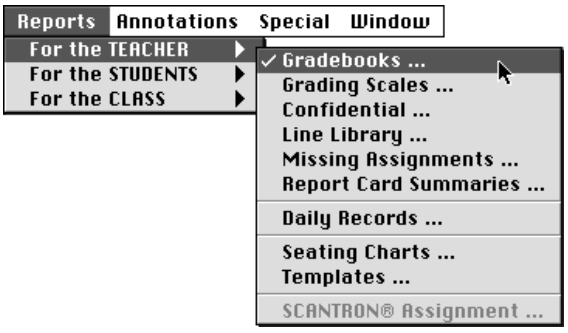
5. 

At the bottom of the speed/quality output curve is Apple's **ImageWriter II** series, at one time (we remember so well) the state of the art dot-matrix printer. In fact, even today the ImageWriter is capable of printing fantastic looking text- and graphics-based documents (even in color) but only with a considerable investment in time. A single hardcopy gradebook which takes less than a minute to print on a LaserWriter can take almost **10 minutes** to effect on an ImageWriter II in **Best** quality mode. The printouts look great—make no mistake about that. But Apple hasn't significantly updated the ImageWriter driver in several years, so be prepared for a serious delay of gratification here.

ONE MORE TIP: Please make sure that your ImageWriter possesses a well-inked ribbon when you publish student take-home reports. Most of these documents are finely detailed and will be quite difficult to read if a shabby, old, raggedy shard of moth-eaten nylon is used. Also, don't forget that we support a **color ribbon** on the ImageWriter II, and our reports are even more gorgeous in living, breathing reds, blues, greens, blacks, and purples. (Try getting a laser printer to do *that* without shelling out many more thousands of dollars!)

That just about covers the good news and the bad in the world of printing *Making the Grade* documents. We support all of the devices discussed above (and the old ImageWriter I, of course)—and a host of other printers that work with your Macintosh through divine or mortal intervention. You may rest assured that *Grade Busters Mac* will continue to grow apace with the market in the years ahead in its speed and ability to communicate relevant information to students and their parents.

■ Printing the Gradebook



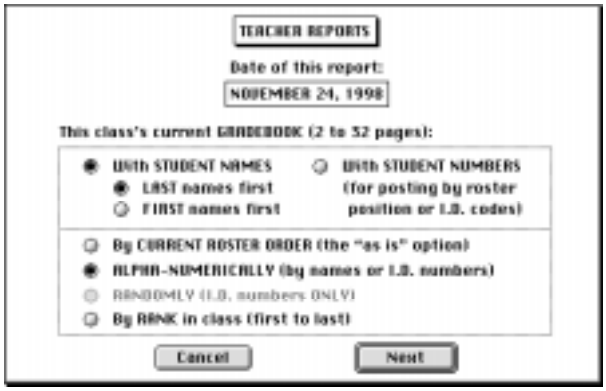
The *Making the Grade* teacher's gradebook—the report of which we are most proud—sets us apart from all others in the field of electronic record-keeping. Patterned after the spiral bound, handwritten records of the past, it's the one we've improved upon the most, even over its *Grade Busters 1/2/3* forebear. To be sure, *GB 1/2/3* for the Apple II broke new ground fifteen years ago, but this document sets even higher standards today.

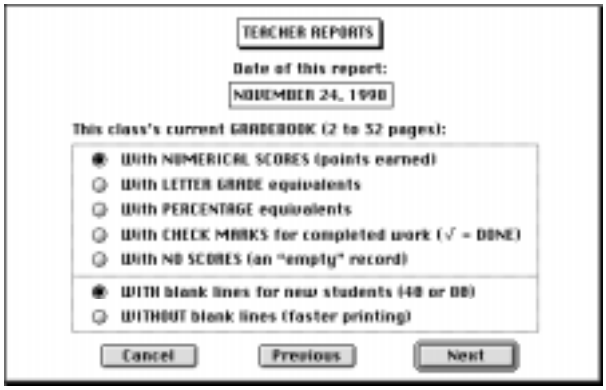
Printing Gradebooks

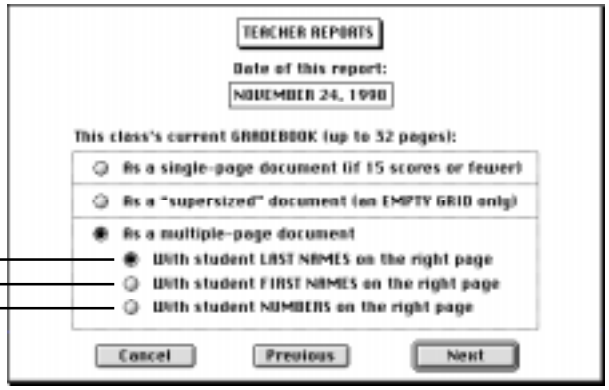
Depending upon your choice of options on these three screens, you may print any one of **100 different gradebooks** (give or take a couple). You may print your class record with **names** or **student numbers**; "**as is**," **alphanumerically**, **randomly**, or **by rank**; with **numerical scores**, **letter grades**, **percentages**, or **check marks (√ = DONE)**; **with extra blank lines** for new students, or without; in **"regular"** format or **"supersized"** for easy hand entry. Mix and match here to your heart's content, but please observe these two *non sequiturs*:

1. You may not print a gradebook with student names, randomly rearranged. (None of us could think of a single practical use for a freshly "scrambled" roster of students' real names, you see.)
2. You may not print a gradebook with student numbers in the "as is" mode. Changing students' names to I.D. Codes and then leaving their data *on the very same lines as before* when posting a gradebook is unnecessarily risky, so consider yourself protected here.

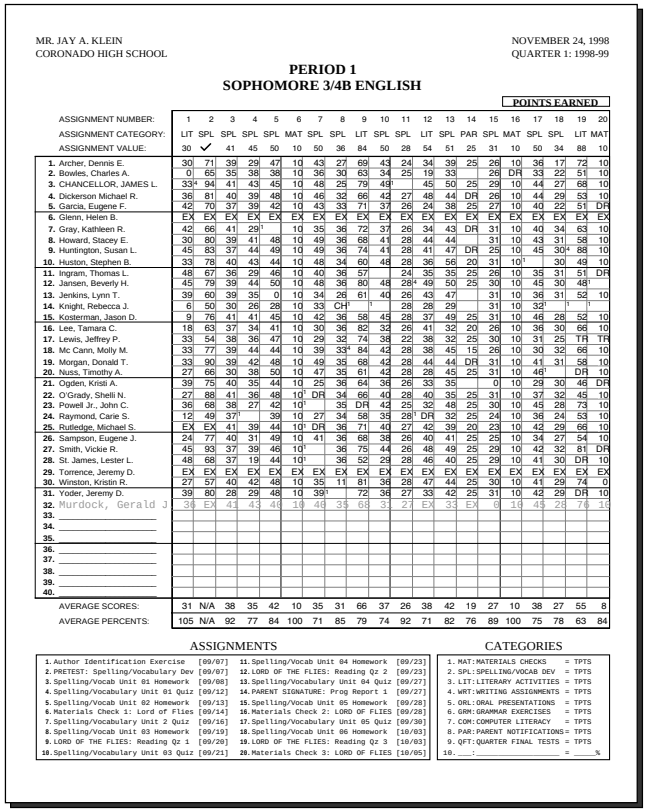
The final three options at right exist for teachers whose charges share a common last name within a specific district, city, or region. When a student body possesses a host of children surnamed Smith, VanDyke, Kim, Garcia, or the like, the second of these three options can be a godsend for writing on the second page of one's gradebook. Instead of seeing a dozen Kim's in a row on the extreme right side of the page (who is which?), student first names or student numbers can reside there.


TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
This class's current GRADEBOOK (2 to 52 pages):
With STUDENT NAMES
LAST names first
FIRST names first
With STUDENT NUMBERS
(for posting by roster position or I.D. codes)
By CURRENT ROSTER ORDER (the "as is" option)
ALPHA-NUMERICALLY (by names or I.D. numbers)
RANDOMLY (I.D. numbers ONLY)
By RANK in class (first to last)
Cancel
Next


TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
This class's current GRADEBOOK (2 to 52 pages):
With NUMERICAL SCORES (points earned)
With LETTER GRADE equivalents
With PERCENTAGE equivalents
With CHECK MARKS for completed work (√ = DONE)
With NO SCORES (an "empty" record)
WITH blank lines for new students (40 or 80)
WITHOUT blank lines (faster printing)
Cancel
Previous
Next


TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
This class's current GRADEBOOK (up to 52 pages):
As a single-page document (if 15 scores or fewer)
As a "supersized" document (an EMPTY GRID only)
As a multiple-page document
With student LAST NAMES on the right page
With student FIRST NAMES on the right page
With student NUMBERS on the right page
Cancel
Previous
Next

That's about all there is for the three R's (Rules, Regulations, and Restrictions) here, for unlike *Grade Busters 1/2/3*, you can even print selected pages (or a single page) of a class's gradebook, instead of the entire document. Be forewarned that a complete gradebook printout *can* be as long as 32 pages if you're lucky (?) enough to have 80 students in a class and have recorded 320 assignments for each. (If this is the case, of course, run, don't walk, to your nearest Class Size Committee!) Shown immediately below is a sample gradebook printed with **student names**, **as is**, with **points earned**, and **blank lines** for new students.



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

PERIOD 1
SOPHOMORE 3/4B ENGLISH

POINTS EARNED

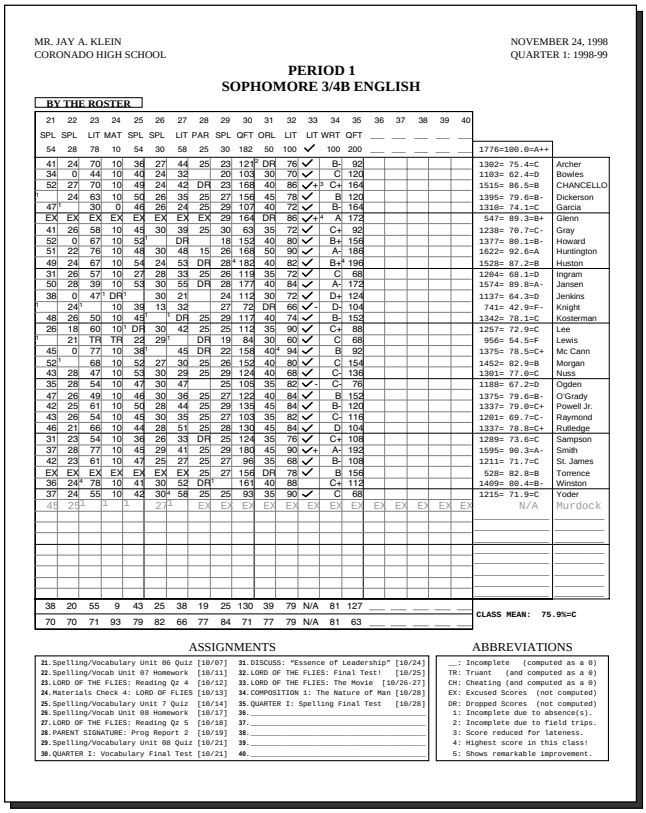
	ASSIGNMENT NUMBER:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ASSIGNMENT CATEGORY:	LIT	SPL	SPL	SPL	SPL	MAT	SPL	SPL	LIT	SPL	SPL	LIT	SPL	PAR	SPL	MAT	SPL	SPL	LIT	MAT
	ASSIGNMENT VALUE:	30	✓	41	45	50	10	50	36	84	50	28	54	51	25	31	10	50	34	88	10
1.	Archer, Dennis E.	30	71	39	29	47	10	43	27	69	43	24	34	39	25	26	10	36	17	72	10
2.	Bowles, Charles A.	0	65	35	38	38	10	36	30	63	34	25	19	33		26	DR	33	22	51	10
3.	CHANCELLOR, JAMES L.	33[4]	94	41	43	45	10	48	25	79	49		45	50	25	29	10	44	27	68	10
4.	Dickerson Michael R.	36	81	40	39	48	10	46	32	66	42	27	48	44	DR	26	10	44	29	53	10
5.	Garcia, Eugene F.	42	70	37	39	42	10	43	33	71	37	26	24	38	25	27	10	40	22	51	DR
6.	Glenn, Helen B.	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX
7.	Gray, Kathleen R.	42	66	41	29[1]		10	35	36	72	37	26	34	43	DR	31	10	40	34	63	10
8.	Howard, Stacey E.	30	80	39	41	48	10	49	36	68	41	28	44	44		31	10	43	31	58	10
9.	Huntington, Susan L.	45	83	37	44	49	10	49	36	74	41	28	41	47	DR	25	10	45	30[4]	88	10
10.	Huston, Stephen B.	33	78	40	43	44	10	48	34	60	48	28	36	56	20	31	10[1]		30	49	10
11.	Ingram, Thomas L.	48	67	36	29	46	10	40	36	57		24	35	35	25	26	10	35	31	51	DR
12.	Jansen, Beverly H.	45	79	39	44	50	10	48	36	80	48	28[4]	49	50	25	30	10	45	30	48[1]	
13.	Jenkins, Lynn T.	39	60	39	35	0	10	34	26	61	40	26	43	47		31	10	36	31	52	10
14.	Knight, Rebecca J.	6	50	30	26	28	10	33	CH[1]		[1]	28	28	29		31	10	32[1]		[1]	
15.	Kosterman, Jason D.	9	76	41	41	45	10	42	36	58	45	28	37	49	25	31	10	46	28	52	10
16.	Lee, Tamara C.	18	63	37	34	41	10	30	36	82	32	26	41	32	20	26	10	36	30	66	10
17.	Lewis, Jeffrey P.	33	54	38	36	47	10	29	32	74	38	22	38	32	25	30	10	31	25	TR	TR
18.	Mc Cann, Molly M.	33	77	39	44	44	10	39	33[4]	84	42	28	38	45	15	26	10	30	32	66	10
19.	Morgan, Donald T.	33	90	39	42	48	10	49	35	68	42	28	44	44	DR	31	10	41	31	58	10
20.	Nuss, Timothy A.	27	66	30	38	50	10	47	35	61	42	28	28	45	25	31	10	46[1]		DR	10
21.	Ogden, Kristi A.	39	75	40	35	44	10	25	36	64	36	26	33	35		0	10	29	30	46	DR
22.	O'Grady, Shelli N.	27	88	41	36	48	10[1]	DR	34	66	40	28	40	35	25	31	10	37	32	45	10
23.	Powell Jr., John C.	36	68	38	27	42	10[1]		35	DR	42	25	32	48	25	30	10	45	28	73	10
24.	Raymond, Carie S.	12	49	37		39	10	27	34	58	35	28[1]	DR	32	25	24	10	36	24	53	10
25.	Rutledge, Michael S.	EX	EX	41	39	44	10[1]	DR	36	71	40	27	42	39	20	23	10	42	29	66	10
26.	Sampson, Eugene J.	24	77	40	31	49	10	41	36	68	38	26	40	41	25	25	10	34	27	54	10
27.	Smith, Vickie R.	45	93	37	39	46	10[1]		36	75	44	26	48	49	25	29	10	42	32	81	DR
28.	St. James, Lester L.	48	68	37	19	44	10[1]		36	52	29	28	46	40	25	29	10	41	30	DR	10
29.	Torrence, Jeremy D.	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX
30.	Winston, Kristin R.	27	57	40	42	48	10	35	11	81	36	28	47	44	25	30	10	41	29	74	0
31.	Yoder, Jeremy D.	39	80	28	29	48	10	39[1]		72	36	27	33	42	25	31	10	42	29	DR	10
32.	Murdock, Gerald J	36	EX	41	43	40	10	48	35	68	33	27	EX	33	EX	0	10	45	28	76	10
33.																					
34.																					
35.																					
36.																					
37.																					
38.																					
39.																					
40.																					
	AVERAGE SCORES:	31	N/A	38	35	42	10	35	31	66	37	26	38	42	19	27	10	38	27	55	8
	AVERAGE PERCENTS:	105	N/A	92	77	84	100	71	85	79	74	92	71	82	76	89	100	75	78	63	84

ASSIGNMENTS

1. Author Identification Exercise [09/07]
2. PRETEST: Spelling/Vocabulary Dev [09/07]
3. Spelling/Vocab Unit 01 Homework [09/08]
4. Spelling/Vocabulary Unit 01 Quiz [09/12]
5. Spelling/Vocab Unit 02 Homework [09/13]
6. Materials Check 1: Lord of Flies [09/14]
7. Spelling/Vocabulary Unit 2 Quiz [09/16]
8. Spelling/Vocab Unit 03 Homework [09/19]
9. LORD OF THE FLIES: Reading Qz 1 [09/20]
10. Spelling/Vocabulary Unit 03 Quiz [09/21]
11. Spelling/Vocab Unit 04 Homework [09/23]
12. LORD OF THE FLIES: Reading Qz 2 [09/23]
13. Spelling/Vocabulary Unit 04 Quiz [09/27]
14. PARENT SIGNATURE: Prog Report 1 [09/27]
15. Spelling/Vocab Unit 05 Homework [09/28]
16. Materials Check 2: LORD OF FLIES [09/28]
17. Spelling/Vocabulary Unit 05 Quiz [09/30]
18. Spelling/Vocab Unit 06 Homework [10/03]
19. LORD OF THE FLIES: Reading Qz 3 [10/03]
20. Materials Check 3: LORD OF FLIES [10/05]

CATEGORIES

1. MAT:MATERIALS CHECKS = TPTS
2. SPL:SPELLING/VOCAB DEV = TPTS
3. LIT:LITERARY ACTIVITIES = TPTS
4. WRT:WRITING ASSIGNMENTS = TPTS
5. ORL:ORAL PRESENTATIONS = TPTS
6. GRM:GRAMMAR EXERCISES = TPTS
7. COM:COMPUTER LITERACY = TPTS
8. PAR:PARENT NOTIFICATIONS = TPTS
9. QFT:QUARTER FINAL TESTS = TPTS
10. ___:_____ = ____%



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

PERIOD 1
SOPHOMORE 3/4B ENGLISH

BY THE ROSTER

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
	SPL	SPL	LIT	MAT	SPL	SPL	LIT	PAR	SPL	QFT	ORL	LIT	LIT	WRT	QFT							
	54	28	78	10	54	30	58	25	30	182	50	100	✓	100	200						1776=100.0=A++	
	41	24	70	10	38	27	44	25	23	121[1]	DR	76	✓	B-	92						1302= 75.4=C	Archer
	34	0	44	10	40	24	32		20	103	30	70	✓	C	120						1103= 62.4=D	Bowles
	52	27	70	10	49	24	42	DR	23	168	40	86	✓+	C+	164						1515= 86.5=B	CHANCELLO
1		24	63	10	50	26	35	25	27	156	45	78	✓	B	120						1395= 79.6=B-	Dickerson
	47[1]		30	0	46	26	24	25	29	107	40	72	✓	B-	164						1310= 74.1=C	Garcia
	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	✓+	A	172						547= 89.3=B+	Glenn
	41	26	58	10	45	30	39	25	30	63	35	72	✓	C+	92						1238= 70.7=C-	Gray
	52	0	67	10	52[1]		DR		18	152	40	80	✓	B+	156						1377= 80.1=B-	Howard
	51	22	76	10	48	30	48	15	26	168	50	90	✓	A-	186						1622= 92.6=A	Huntington
	49	24	67	10	54	24	53	DR	28[4]	182	40	82	✓	B+	196						1528= 87.2=B	Huston
	31	26	57	10	27	28	33	25	26	119	35	72	✓	C	68						1204= 68.1=D	Ingram
	50	28	39	10	53	30	55	DR	28	177	40	84	✓	A-	172						1574= 89.8=A-	Jansen
	38	0	47[1]	DR[1]		30	21		24	112	30	72	✓	D+	124						1137= 64.3=D	Jenkins
1		24[1]		10	39	13	32		27	72	DR	66	✓	D-	104						741= 42.9=F-	Knight
	48	26	50	10	45[1]		DR	25	29	117	40	74	✓	B-	152						1342= 78.1=C	Kosterman
	26	18	60	10[1]	DR	30	42	25	25	112	35	90	✓	C+	88						1257= 72.9=C	Lee
1		21	TR	TR	22	29[1]		DR	19	84	30	60	✓	C	68						956= 54.5=F	Lewis
	45	0	77	10	38[1]		45	DR	22	158	40[4]	94	✓	B	92						1375= 78.5=C+	Mc Cann
	52[1]		68	10	52	27	30	25	26	152	40	80	✓	C	154						1452= 82.9=B	Morgan
	43	28	47	10	53	30	29	25	29	124	40	68	✓	C-	136						1301= 77.0=C	Nuss
	35	28	54	10	47	30	47		25	108	35	82	✓	C-	76						1188= 67.2=D	Ogden
	47	26	49	10	46	30	36	25	27	122	40	84	✓	B	152						1375= 79.6=B-	O'Grady
	42	25	61	10	50	28	44	25	29	135	45	84	✓	B-	120						1337= 79.0=C+	Powell Jr.
	43	26	54	10	45	30	35	25	27	103	35	82	✓	C-	116						1201= 69.7=C-	Raymond
	46	21	66	10	44	28	51	25	28	130	45	84	✓	D	104						1337= 78.8=C+	Rutledge
	31	23	54	10	36	26	33	DR	25	124	35	76	✓	C+	108						1289= 73.6=C	Sampson
	37	28	77	10	45	29	41	25	29	180	45	90	✓+	A-	192						1595= 90.3=A-	Smith
	42	23	61	10	47	25	27	25	27	96	35	68	✓	B-	108						1211= 71.7=C	St. James
	EX	EX	EX	EX	EX	EX	EX	EX	25	27	156	DR	78	✓	B	156					528= 82.8=B	Torrence
	36	24[4]	76	10	41	30	52	DR[1]		161	40	88		C+	112						1409= 80.4=B-	Winston
	37	24	55	10	42	30[4]	58	25	25	93	35	90	✓	C	68						1215= 71.9=C	Yoder
	45	28[1]	[1]	[1]	27[1]		EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	EX	N/A	Murdock
	38	20	55	9	43	25	38	19	25	130	39	79	N/A	81	127							
	70	70	71	93	79	82	66	77	84	71	77	79	N/A	81	63						CLASS MEAN: 75.9%=C	

ASSIGNMENTS

21. Spelling/Vocabulary Unit 06 Quiz [10/07]
22. Spelling/Vocab Unit 07 Homework [10/11]
23. LORD OF THE FLIES: Reading Qz 4 [10/12]
24. Materials Check 4: LORD OF FLIES [10/13]
25. Spelling/Vocabulary Unit 7 Quiz [10/14]
26. Spelling/Vocab Unit 08 Homework [10/17]
27. LORD OF THE FLIES: Reading Qz 5 [10/18]
28. PARENT SIGNATURE: Prog Report 2 [10/19]
29. Spelling/Vocabulary Unit 08 Quiz [10/21]
30. QUARTER I: Vocabulary Final Test [10/21]
31. DISCUSS: "Essence of Leadership" [10/24]
32. LORD OF THE FLIES: Final Test! [10/25]
33. LORD OF THE FLIES: The Movie [10/26-27]
34. COMPOSITION 1: The Nature of Man [10/28]
35. QUARTER I: Spelling Final Test [10/28]
36. _____
37. _____
38. _____
39. _____
40. _____

ABBREVIATIONS

__: Incomplete (computed as a 0)
TR: Truant (and computed as a 0)
CH: Cheating (and computed as a 0)
EX: Excused Scores (not computed)
DR: Dropped Scores (not computed)
1: Incomplete due to absence(s).
2: Incomplete due to field trips.
3: Score reduced for lateness.
4: Highest score in this class!
5: Shows remarkable improvement.

Gradebook Page 1 (Left) **Gradebook Page 2 (Right)**

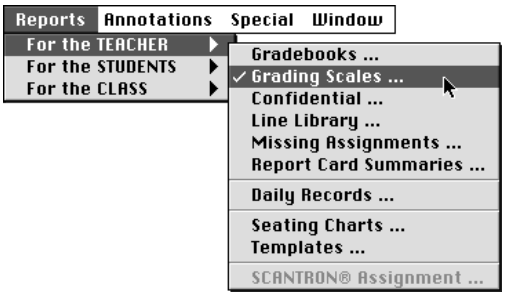
This genuine gradebook printout (the names have been changed to protect the innocent) speaks for itself, we think. Nevertheless, we do have a few good tips to help you use and maintain these invaluable *Making the Grade* documents**:**

1. Be sure to print out a **blank gradebook** as soon as possible and use it as your worksheet for recording scores away from your computer. Be as wild and carefree as you wish with these printouts, for you can always replace them with new, unsoiled editions.

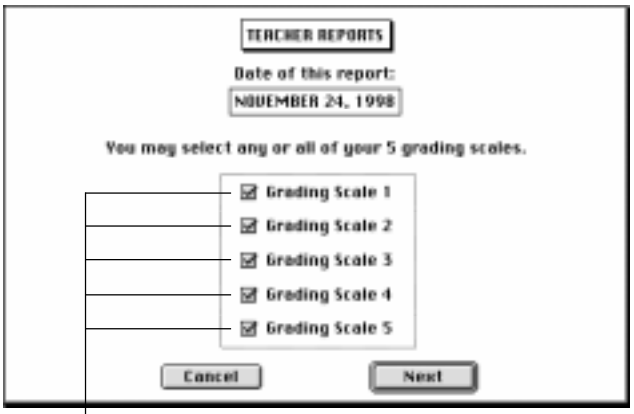
2. **Never, never throw away old gradebook printouts**, even when you replace them with brand new ones. As the most contemporaneous record of your students' performance, they may someday be required to satisfy legal demands. Likewise, should the unthinkable occur—losing your hard drive **and** all backed up copies of your classes' data—they may be the only source available for rebuilding your destroyed computer files.

3. Make sure that when you enter a score or make a correction in your hardcopy gradebook that you make the same entry or correction in your computer record as well. A particularly inventive colleague in Chicago has a wonderful system for doing this: Using a neon highlighting marker, she strikes through any grade on paper that has **also** been saved to disk. No neon, no entry—simple, and the pattern works very well for her. Remember, putting a new score on paper is always just half the battle with *Making the Grade.*

■ Printing Grading Scales



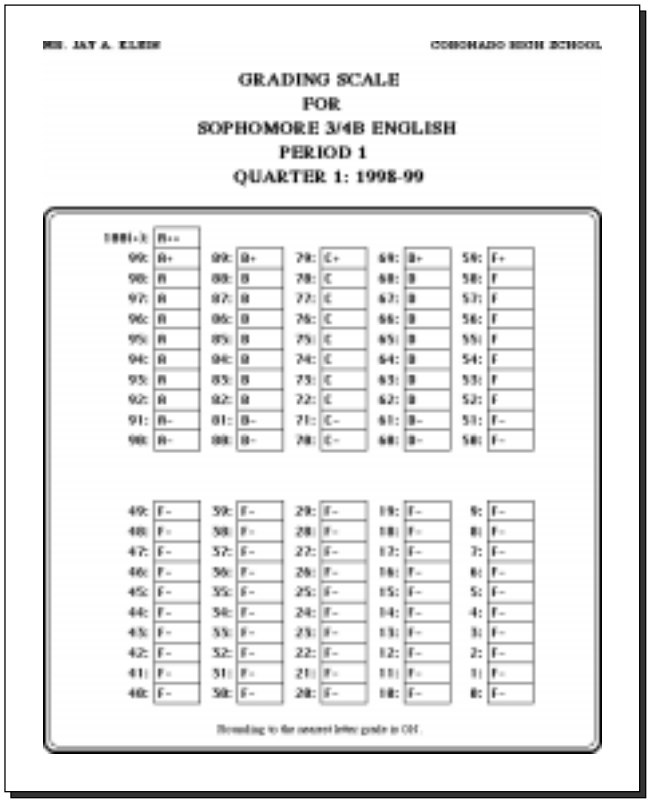
Even though these printouts appear under the **Teacher Reports** heading, they're really not for *you*. They're for your students and their parents, and we strongly recommend that you publish and post for public viewing—or for taking home—all grading scales employed in your classes. If you will recall, you may set up as many as five evaluation systems with *Making the Grade*, and it's here that you obtain the hardcopy layouts thereof.



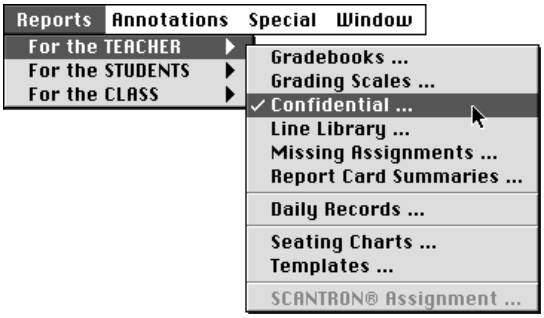
Grade Scale Printing Options

You may select and print any or all of the five *MtG* Grading Scales, even those which have not been set up officially. (Blank grading scales will print with empty boxes for all equivalent percentages, of course.) Experimenting in "educational reform" recently with a few of my more responsible students, I handed out a blank grading scale sheet, and asked them to design a new, more equitable system than the traditional **A** through **F** one. The resultant "recipes" were intriguing, clever, amusing, and often quite usable, I found. Without going into further detail, I heartily recommend this activity to you as a way to find out what is *really* on your students' minds when it comes to their report cards. You *will* be enlightened.

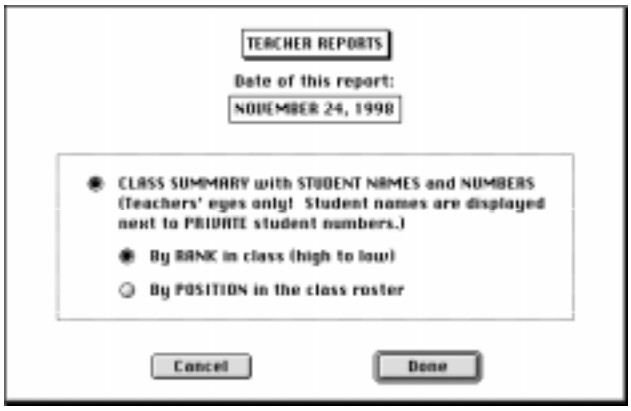
Grading Scale Sheet (for posting)


GRADING SCALE
FOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1
QUARTER 1: 1998-99

■ Printing Confidential Reports



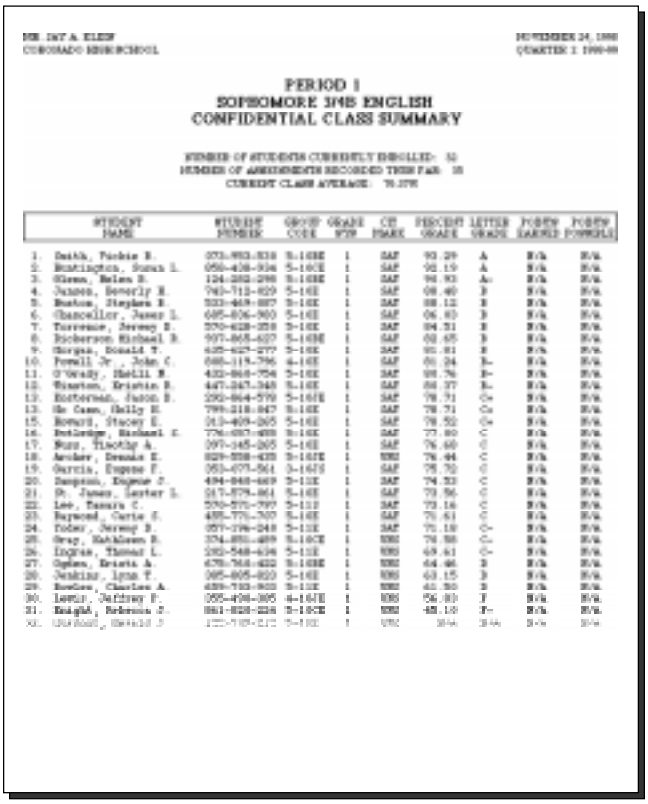
We take great pride in the friendly, accountable look and feel of *Making the Grade*, but we cannot emphasize too strongly the sensitive, potentially dangerous nature of this one document. The options screen below reveals the problem: To the right of each student's name lies his or her I.D. Code/roster number. The combination of these two data may seem innocuous, but having this document fall into the wrong hands could pose serious legal problems—especially if you ever post student data. As a matter of fact, many universities and districts have recently forbidden this practice , primarily because of adverse court decisions based on **FERPA**, the Federal Educational Rights and Privacy Act. Access to students' academic and personal information is tightly controlled by federal mandate, so do be very careful to guard this sheet against all interlopers, foreign and domestic.


TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
CLASS SUMMARY with STUDENT NAMES and NUMBERS (Teachers' eyes only! Student names are displayed next to PRIVATE student numbers.)
By RANK in class (high to low)
By POSITION in the class roster
Cancel
Done

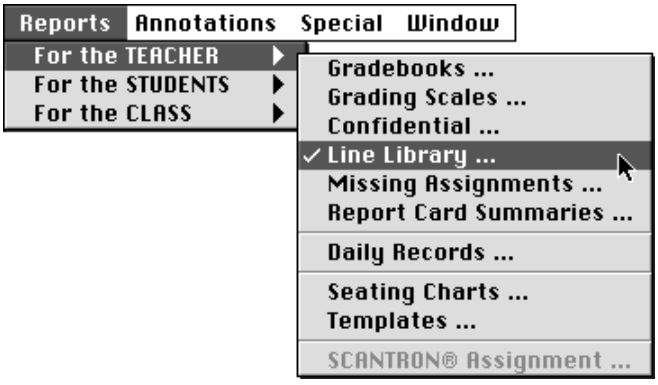
Teacher's Confidential Report Options

You will notice that there is no **Print by Student Number** option here, for this report will *always* contain Student Names *and* Numbers. (And therein lies the rub.) Your only choice at this point is whether to display such information in the recorded roster order ("as is") or by rank, high to low. We use this report most often at official, district-level grade reporting time when #2 pencils and bubble sheets are the tools *du jour*. (Our fondest wish for your future, by the way, is to bury those good old days and enable you to report student progress to the powers that be via LAN-line or modem hookup. It's possible NOW!)

Confidential Report (for teachers' eyes only)


PERIOD 1
SOPHOMORE 3HB ENGLISH
CONFIDENTIAL CLASS SUMMARY

■ Printing the 100 Line Library

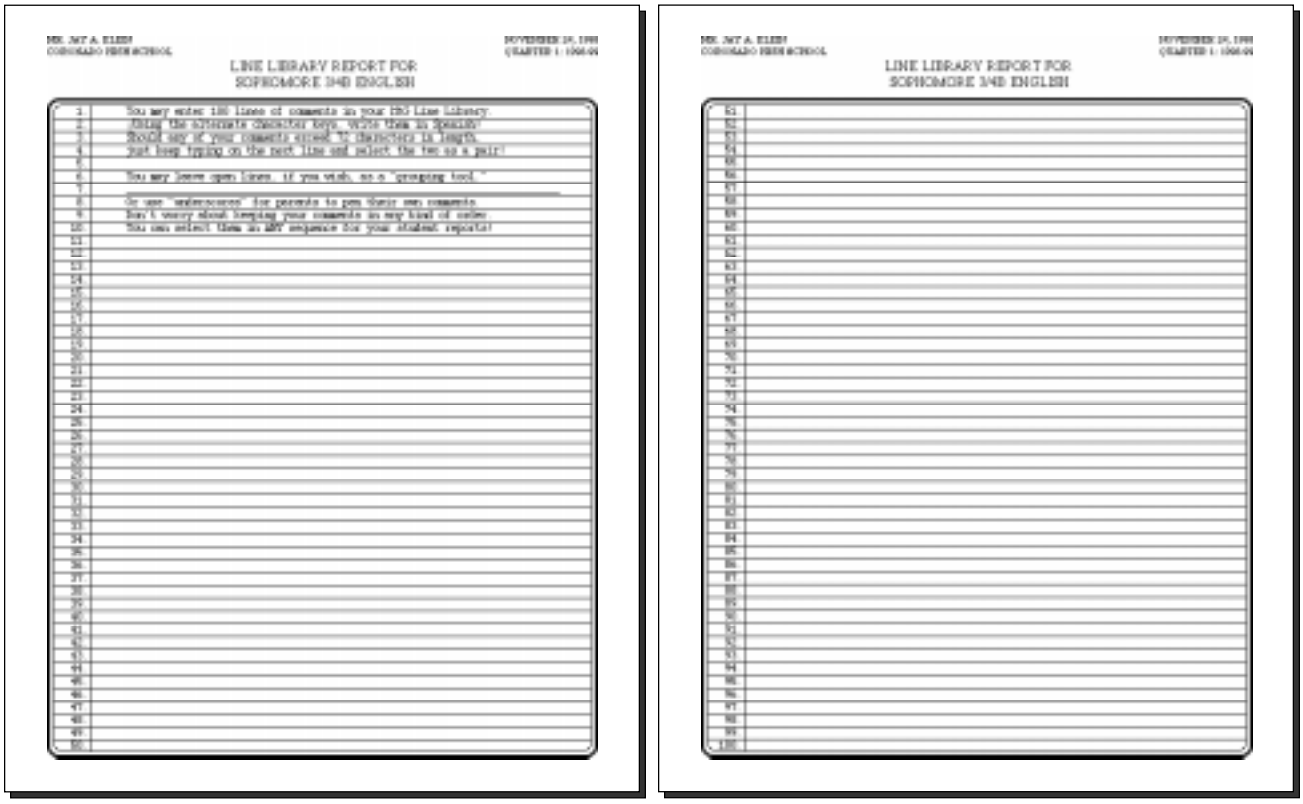


Printing the what? The Line Library, that's what—and for a full explanation of this program feature, you may wish to skip ahead to the **Special** section and find out exactly what it is you'd be printing here. (You just can't be too careful these days . . . .)

Like the **Confidential Class Report** described above, the **Line Library Printout** is useful only to you, the

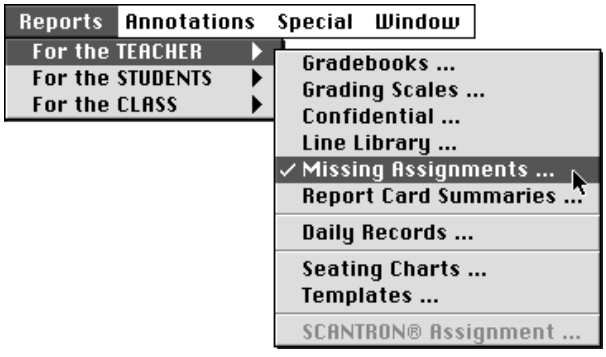
author of this specialized bank of comments. We store your library within each class file, so the only way to lose your collection of remarks completely is to trash *all* previous gradebooks. You may print the comments from your Line Library at any time, of course, during or after its construction. Keep in mind, however, that the most useful of these documents *may* be a blank one—that is, one kept in your gradebook binder for recording remarks whenever they occur to you. As you can see in the sample below (a relatively empty one), the Line Library always appears in two-page format, containing room for 100 teacher-generated comments of 70 characters each.

A GREAT IDEA FROM AN ESTEEMED COLLEAGUE: Consider keeping three or four lines of just underscores (___) in your Line Library. When publishing student take home documents, append a question asking parents for feedback on their children or your class, and then attach the lines of underscores for their response. What a revolutionary concept: two-way progress reports!


LINE LIBRARY REPORT FOR
SOPHOMORE 3RD ENGLISH

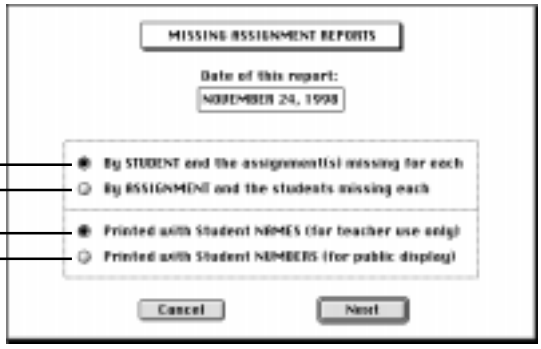
LINE LIBRARY REPORT FOR
SOPHOMORE 3RD ENGLISH

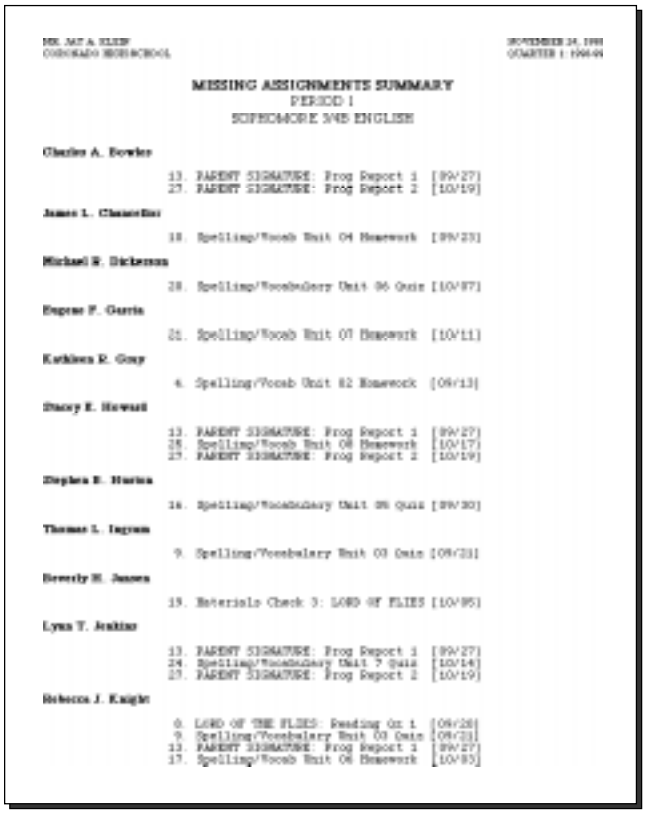
■ Printing Missing Assignments



Notifying students of incomplete or missing work has to be one of the most difficult tasks teachers must perform today. Such data rarely hold still long enough to be compiled accurately by even the most conscientious of educators, but with the help of *Making the Grade*, it is now child's play. The first screen on the following page

shows the four options available within this hardcopy feature: grouping missing assignments **by student** or **by assignment**, with **student names** or with **student numbers**. The left printout below focuses on individual students (by name) and enumerates the activities each has yet to complete. The right printout centers upon those assignments which have not been completed by at least one person in the class. If a student's name or assignment title does not appear in each of these documents, respectively, no unfinished work remains there. (I.D. numbers replace names when public posting is desired.)


MISSING ASSIGNMENT REPORTS
Date of this report:
NOVEMBER 24, 1998
By STUDENT and the assignment(s) missing for each
By ASSIGNMENT and the students missing each
Printed with Student NAMES (for teacher use only)
Printed with Student NUMBERS (for public display)
Cancel
Next



MR. MAT A. KLEEP
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1 1998-99

MISSING ASSIGNMENTS SUMMARY
PERIOD 1
SOPHOMORE 3rd ENGLISH

Charles A. Bowles
13. PARENT SIGNATURE: Prog Report 1 [09/27]
27. PARENT SIGNATURE: Prog Report 2 [10/19]

James L. Chancellor
18. Spelling/Vocab Unit 04 Homework [09/23]

Michael R. Dickerson
28. Spelling/Vocabulary Unit 06 Quiz [10/07]

Eugene F. Garris
21. Spelling/Vocab Unit 07 Homework [10/11]

Kathleen R. Gray
4. Spelling/Vocab Unit 02 Homework [09/13]

Stacy E. Howard
13. PARENT SIGNATURE: Prog Report 1 [09/27]
25. Spelling/Vocab Unit 08 Homework [10/17]
27. PARENT SIGNATURE: Prog Report 2 [10/19]

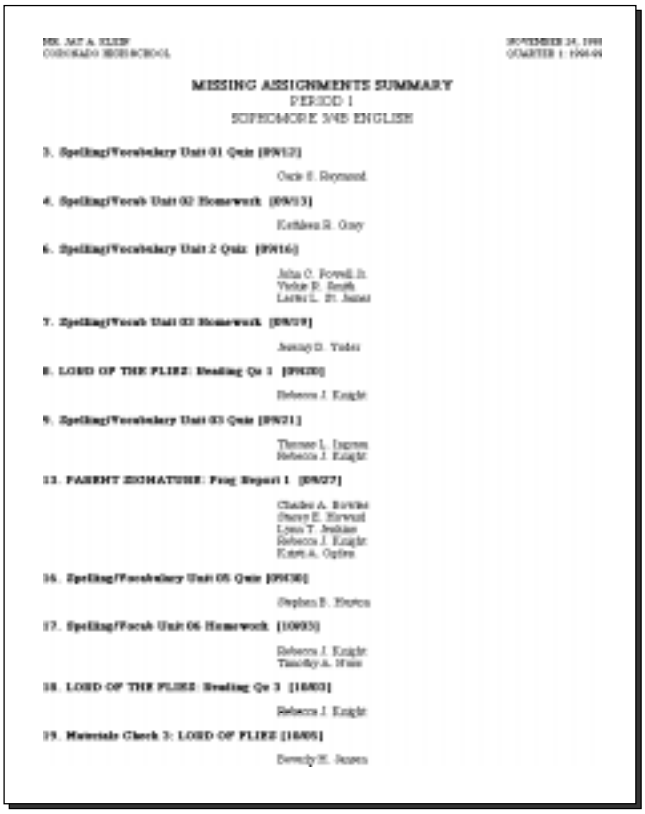
Stephen B. Horton
16. Spelling/Vocabulary Unit 05 Quiz [09/30]

Thomas L. Ingram
9. Spelling/Vocabulary Unit 03 Quiz [09/23]

Beverly H. Jones
19. Materials Check 3: LORD OF FLIES [10/05]

Lynn T. Jenkins
13. PARENT SIGNATURE: Prog Report 1 [09/27]
24. Spelling/Vocabulary Unit 7 Quiz [10/14]
27. PARENT SIGNATURE: Prog Report 2 [10/19]

Rebecca J. Knight
6. LORD OF THE FLIES: Reading Qz 1 [09/20]
9. Spelling/Vocabulary Unit 03 Quiz [09/23]
13. PARENT SIGNATURE: Prog Report 1 [09/27]
17. Spelling/Vocab Unit 06 Homework [10/05]



MR. MAT A. KLEEP
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1 1998-99

MISSING ASSIGNMENTS SUMMARY
PERIOD 1
SOPHOMORE 3rd ENGLISH

3. Spelling/Vocabulary Unit 01 Quiz [09/13]
Gale E. Hayward

4. Spelling/Vocab Unit 02 Homework [09/13]
Kathleen R. Gray

6. Spelling/Vocabulary Unit 2 Quiz [09/16]
John O. Powell Jr.
Vickie P. Smith
Larry L. Jr. Jones

7. Spelling/Vocab Unit 03 Homework [09/19]
Jessup D. Yates

8. LORD OF THE FLIES: Reading Qz 1 [09/20]
Rebecca J. Knight

9. Spelling/Vocabulary Unit 03 Quiz [09/23]
Thomas L. Ingram
Rebecca J. Knight

13. PARENT SIGNATURE: Prog Report 1 [09/27]
Charles A. Bowles
Stacy E. Howard
Lynn T. Jenkins
Rebecca J. Knight
Kent A. Ogden

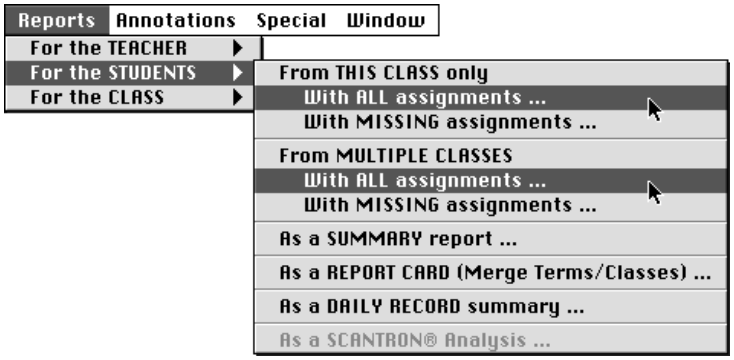
16. Spelling/Vocabulary Unit 05 Quiz [09/30]
Stephen B. Horton

17. Spelling/Vocab Unit 06 Homework [10/05]
Rebecca J. Knight
Timothy A. Wise

18. LORD OF THE FLIES: Reading Qz 2 [10/03]
Rebecca J. Knight

19. Materials Check 3: LORD OF FLIES [10/05]
Beverly H. Jones

■ Printing Student Reports—The Long Forms



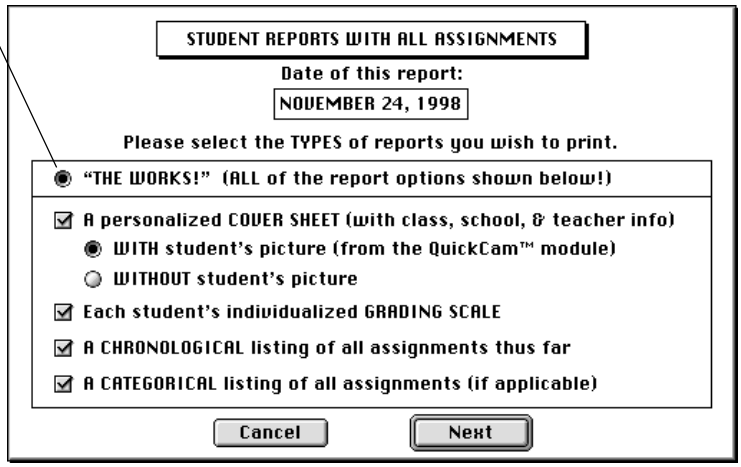
We're confident that you'll be pleased with the gradebook and other printouts designed specifically for your private use, but we also know that if the public reports, the ones which go home to parents, aren't even *more* impressive, all is for naught. Even in the field of education—*especially* here—we purveyors of learning must do everything we can to inform and please our customers. Therefore, *Making the Grade* pulls out all the stops when it comes to Student Reports. Without question, you'll discover more customizing options here than in any other part of the program.

Generating student reports, with or without assignments, is a four step process. Witness below:

1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.

Our proudest new feature!
"THE WORKS!"

This exciting concept in student progress reports was born in a moment of panic, actually, when a concerned parent appeared unannounced one day for a conference. I needed every bit of information I could lay my hands on—*immediately*—and had to beg a colleague to print the reports at right, one at a time, while I conferred with the visitor. At that time I envisioned the day when I could press a single button and instantaneously receive a packet of student information which looked as if it had been published by the district print shop. The screen at right and the sample printouts below are the fulfillment of that dream.

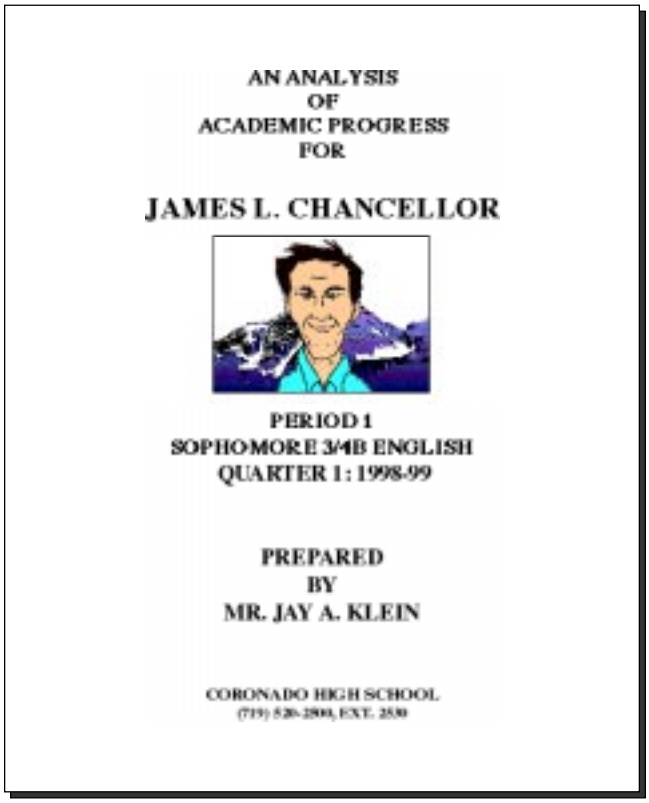

STUDENT REPORTS WITH ALL ASSIGNMENTS
Date of this report:
NOVEMBER 24, 1998
Please select the TYPES of reports you wish to print.
"THE WORKS!" (ALL of the report options shown below!)
A personalized COVER SHEET (with class, school, & teacher info)
WITH student's picture (from the QuickCam™ module)
WITHOUT student's picture
Each student's individualized GRADING SCALE
A CHRONOLOGICAL listing of all assignments thus far
A CATEGORICAL listing of all assignments (if applicable)
Cancel
Next

Step One: Selecting the Type of Report

Of course, you don't have to print the "big picture" every time—you can select any (or all) of the eight report options which comprise "The Works!"

You've seen a version of this page in the Teacher Reports section, but **these** documents are properly customized with each selected student's name.

Student Report 1: The Cover Sheet


AN ANALYSIS
OF
ACADEMIC PROGRESS
FOR

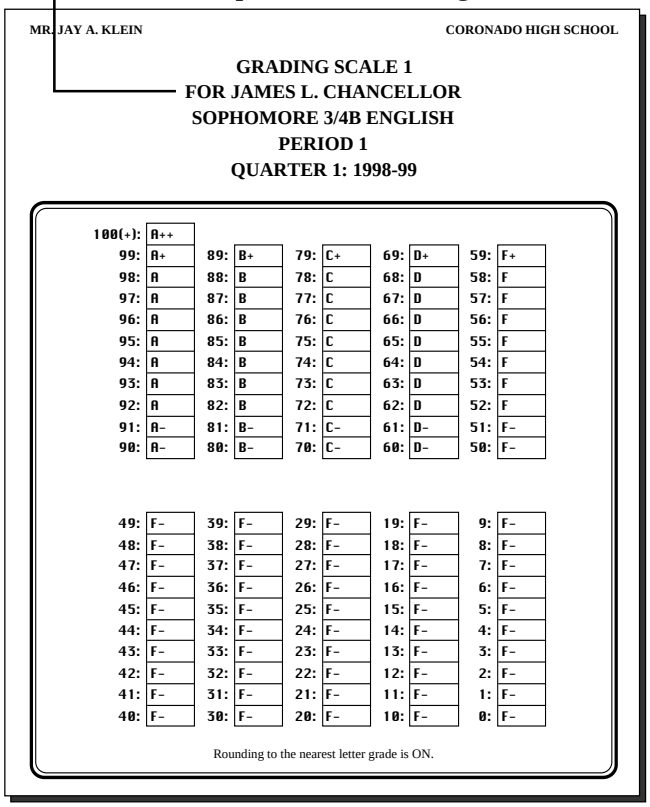
JAMES L. CHANCELLOR

PERIOD 1
SOPHOMORE 3/4B ENGLISH
QUARTER 1: 1998-99

PREPARED
BY
MR. JAY A. KLEIN

CORONADO HIGH SCHOOL
(719) 520-2800, EXT. 2530

Student Report 2: The Grading Scale


MR. JAY A. KLEIN — CORONADO HIGH SCHOOL

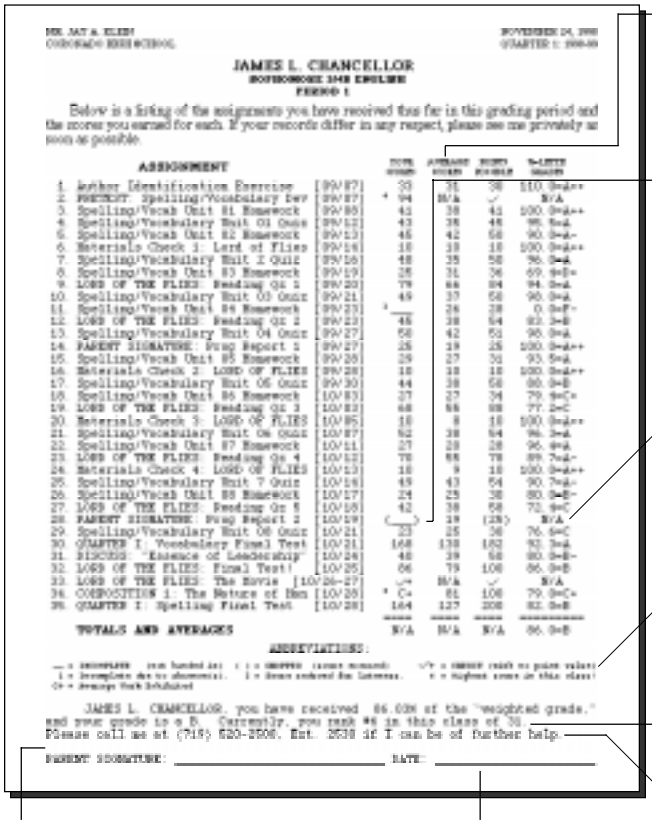
GRADING SCALE 1
FOR JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1
QUARTER 1: 1998-99

100(+):	A++								
99:	A+	89:	B+	79:	C+	69:	D+	59:	F+
98:	A	88:	B	78:	C	68:	D	58:	F
97:	A	87:	B	77:	C	67:	D	57:	F
96:	A	86:	B	76:	C	66:	D	56:	F
95:	A	85:	B	75:	C	65:	D	55:	F
94:	A	84:	B	74:	C	64:	D	54:	F
93:	A	83:	B	73:	C	63:	D	53:	F
92:	A	82:	B	72:	C	62:	D	52:	F
91:	A-	81:	B-	71:	C-	61:	D-	51:	F-
90:	A-	80:	B-	70:	C-	60:	D-	50:	F-

49:	F-	39:	F-	29:	F-	19:	F-	9:	F-
48:	F-	38:	F-	28:	F-	18:	F-	8:	F-
47:	F-	37:	F-	27:	F-	17:	F-	7:	F-
46:	F-	36:	F-	26:	F-	16:	F-	6:	F-
45:	F-	35:	F-	25:	F-	15:	F-	5:	F-
44:	F-	34:	F-	24:	F-	14:	F-	4:	F-
43:	F-	33:	F-	23:	F-	13:	F-	3:	F-
42:	F-	32:	F-	22:	F-	12:	F-	2:	F-
41:	F-	31:	F-	21:	F-	11:	F-	1:	F-
40:	F-	30:	F-	20:	F-	10:	F-	0:	F-

Rounding to the nearest letter grade is ON.

Student Report 3: With Assignments/Chronological



The **Average Scores** column is optional and may be deselected in Screen 3 of the Student Reports setup (described in full later).

The **parentheses** indicate that a score within has been officially dropped (by *Making the Grade*), and its point value has been subtracted from both the Points Earned (Your Scores) and Points Possible columns.

N/A = Not Applicable (has no computational value)

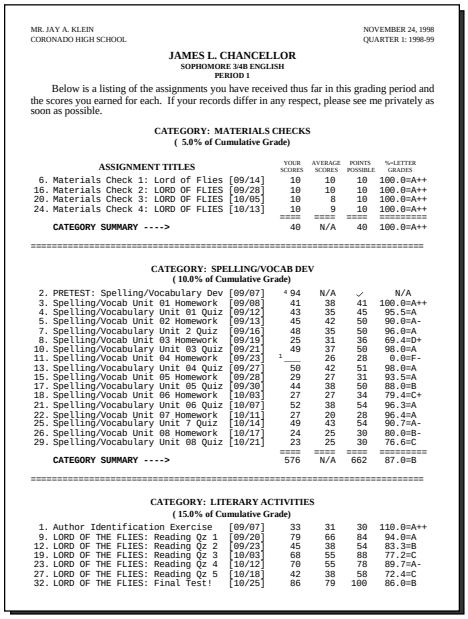
Abbreviations will appear on a student's report *only* if one (or more) of the *MtG* acronyms appears there. That is, **INC**, **DRP**, **√**, **EXC**, **TRU**, **CHT**, **score annotations**, and **customized letter grades** will be defined *only* if they have been used within a student's record. If not, they will never be mentioned, and no harm will be done.

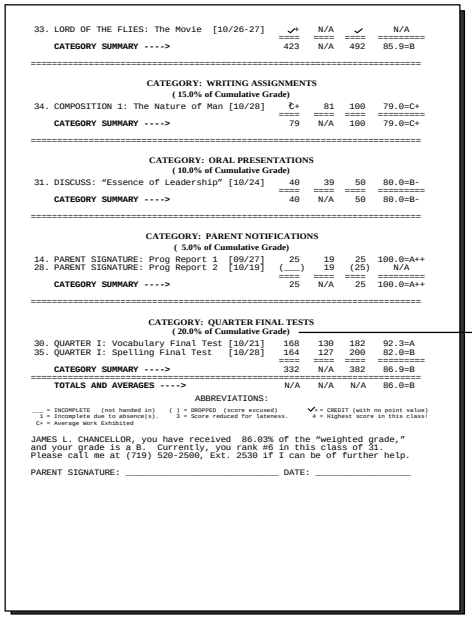
Another optional item, **Rank in Class** may be replaced by a student's current **Citizenship Mark**, or nothing at all.

The **Invitation to Call** line is optional too, but keep in mind that you won't be able to access this option if you haven't recorded a telephone number in your **Setup Info**.

Comments from your **100 Line Library** will appear here in the order you select them. Of course, if you include more remarks than can fit on one page, student reports will grow in whole-page increments.

The **Parent Signature Line** is optional also, but it's an element we know you'll use frequently during the year. It profits little to work so hard keeping the home front informed if you never get any feedback, right?



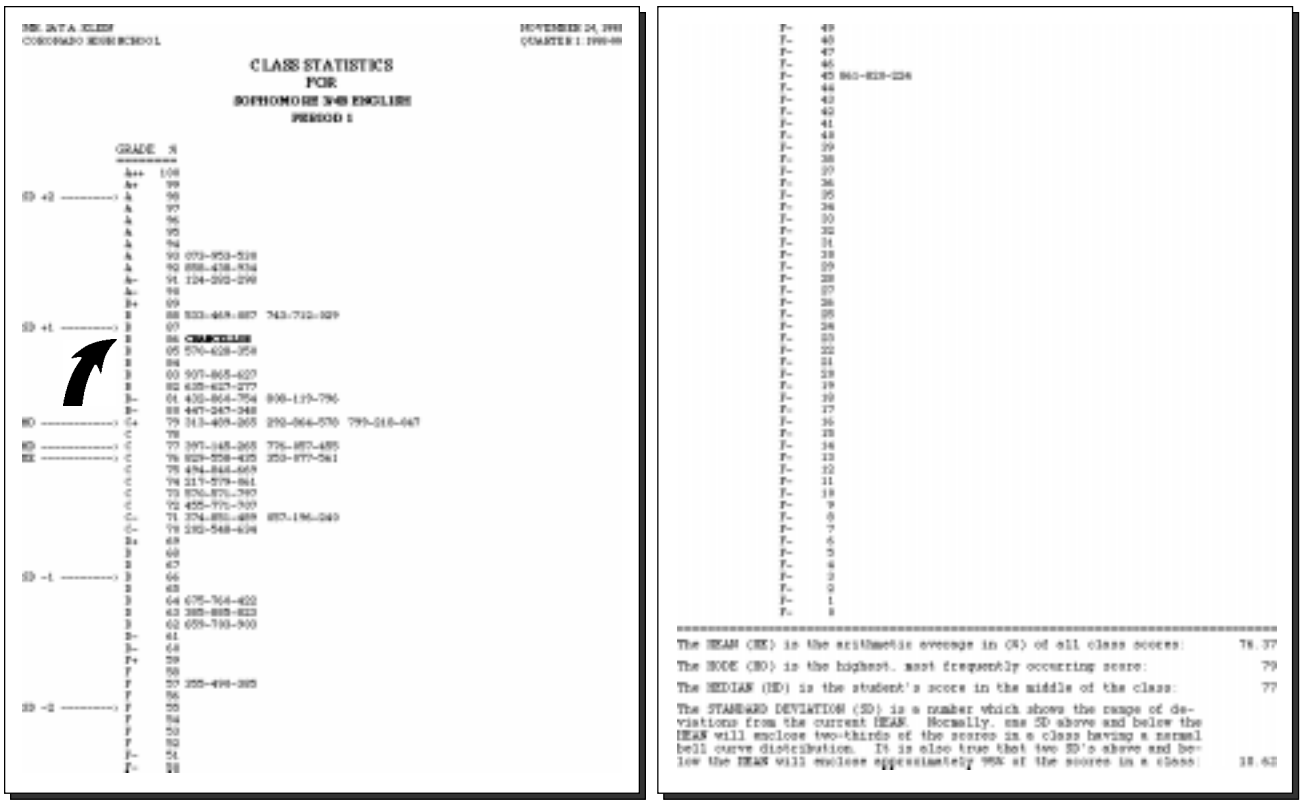


This hardcopy manipulation of a student's data file emphasizes performance within each of your predefined **categories**. The information displayed and the options available are identical to the report above, but the look and feel are decidedly different. This report can become very paper-intensive, by the way, if you've recorded a large number of assignments and are using bunches of categories.

If you've selected the **category with % Weights** option for this class, the specific weight for each category will appear *here*, immediately beneath each category title.

Student Report 4: With Assignments/Categorical

Student Report 5: The "Personalized" Class Histogram



CLASS STATISTICS
FOR
SOPHOMORE 3rd ENGLISH
PERIOD 1

The MEAN (ME) is the arithmetic average in (A) of all class scores: 78.37

The MODE (MO) is the highest, most frequently occurring score: 79

The MEDIAN (MD) is the student's score in the middle of the class: 77

The STANDARD DEVIATION (SD) is a number which shows the range of deviations from the current MEAN. Normally, one SD above and below the MEAN will enclose two-thirds of the scores in a class having a normal bell curve distribution. It is also true that two SD's above and below the MEAN will enclose approximately 95% of the scores in a class: 18.62

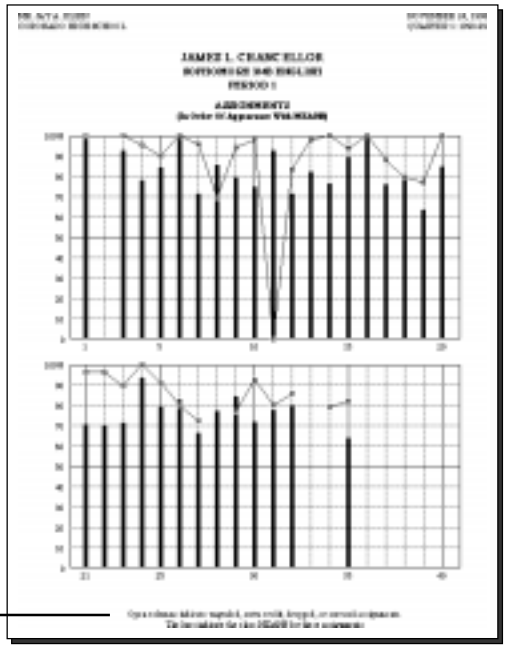
This graphic representation of a class's overall performance is actually intended to feature an individual student. Look carefully on the **86%** line and you'll see Jim Chancellor's **name** prominently displayed in bold type among the other Student I.D. Codes. This unique presentation of class *and* individual academic standing has a "sister" printout in the **Class Reports** section, but those histograms appear only with **names** or **numbers**, never a mixture of the two. The report reveals the current class **mean**, **mode(s)**, **median**, and **standard deviations** and provides a simple definition of each of these terms for the uninitiated. For curiosity's sake I often tape these two pages together (top to bottom) and turn the resulting document on its side. If a class is truly and completely normal (whatever that means)—and if you blur your eyes a little —you should be able to see a bell curve here, something like the one above.

The final report in "The Works!" series is the hardcopy version of the student performance graph (also found in **Display**). It can be printed as a single line graph or with accompanying class **mean**, **mode**, or **median**.

Note 1: If you've recorded 20 or fewer assignments for a student, only the top graph will be printed; thereafter, whole boxes of 20 will appear until the maximum of 320 scores is covered.

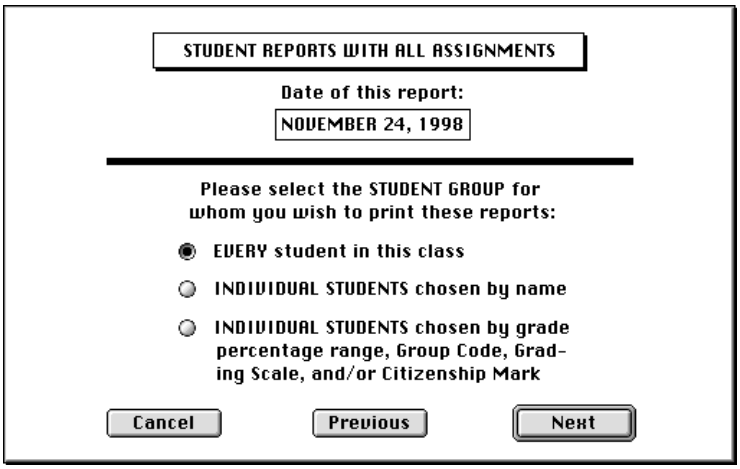
Note 2: We at Jay Klein Productions take great pride in making all of our printouts understandable-at-a-glance. Hence, we've provided a legend of sorts at the bottom of the page explaining why there may be gaps in a student's graph and which parts of the display belong to whom—the student or the class. Still, you may find it worthwhile to look over this document with your students before they take it home.

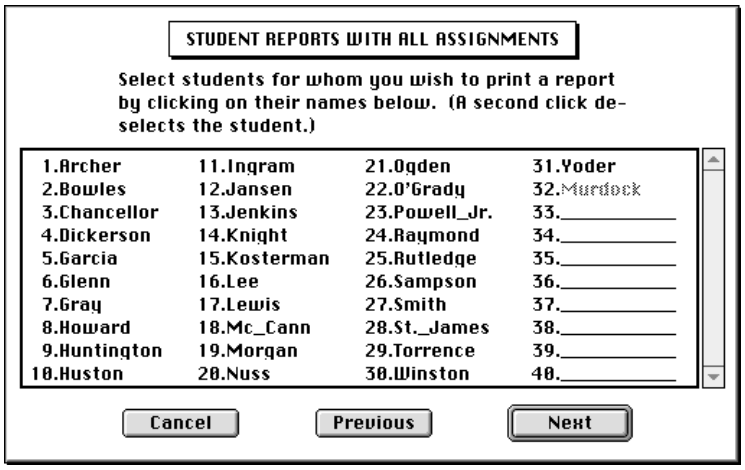
Student Report 6: Line Graph (with MEAN)



1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.

Now that you've selected the type of reports you wish to print, it's time to choose those who are going to receive them. We default to the **EVERY student** option, but you may narrow your selection by picking **INDIVIDUAL STUDENTS**—or **entire groups**—of students. You'll soon discover that this latter option can be used beyond the printing feature as a filtering tool to identify, say, which third graders in the Robin Group on Grade Scale 1 are doing poorly academically *and* earning low behavior marks.


STUDENT REPORTS WITH ALL ASSIGNMENTS
Date of this report:
NOVEMBER 24, 1998
Please select the STUDENT GROUP for whom you wish to print these reports:
EVERY student in this class
INDIVIDUAL STUDENTS chosen by name
INDIVIDUAL STUDENTS chosen by grade percentage range, Group Code, Grading Scale, and/or Citizenship Mark
Cancel
Previous
Next

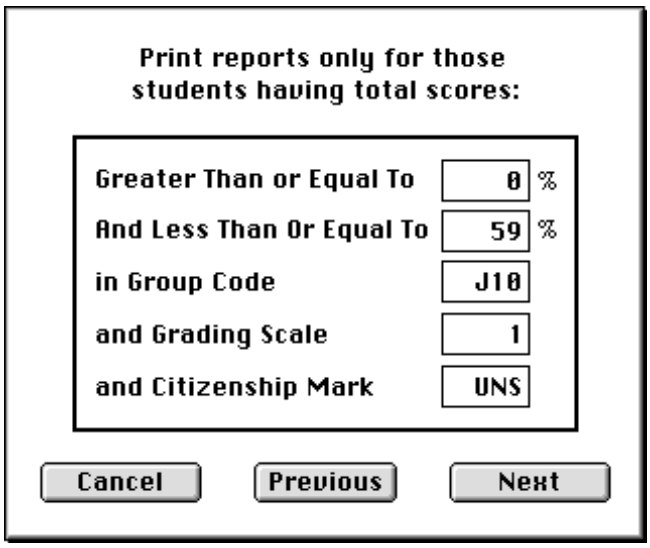

STUDENT REPORTS WITH ALL ASSIGNMENTS
Select students for whom you wish to print a report by clicking on their names below. (A second click deselects the student.)
1.Archer 11.Ingram 21.Ogden 31.Yoder
2.Bowles 12.Jansen 22.O'Grady 32.Murdock
3.Chancellor 13.Jenkins 23.Powell_Jr. 33._____
4.Dickerson 14.Knight 24.Raymond 34._____
5.Garcia 15.Kosterman 25.Rutledge 35._____
6.Glenn 16.Lee 26.Sampson 36._____
7.Gray 17.Lewis 27.Smith 37._____
8.Howard 18.Mc_Cann 28.St._James 38._____
9.Huntington 19.Morgan 29.Torrence 39._____
10.Huston 20.Nuss 30.Winston 40._____
Cancel
Previous
Next

Selecting specific students by name is child's play, of course, requiring only a little mousing around. Click on a last name to select it for printing, and click again to deselect. You will note that dropped students' names are dimmed and cannot be chosen for printing. Those teachers who are fortunate (?) to have more than 40 students in a class will see an active scroll bar at the right of the screen—the rest of us will just have to imagine how displaying the second group of 40 works.

The Making the Grade "Filtering System"

Need to print progress reports for sophomore football players in danger of losing athletic eligibility? Want to find out which sixth graders are candidates for the honor roll? Curious to see which students on each of your five grading scales have A's at this time? Then this feature is for you!

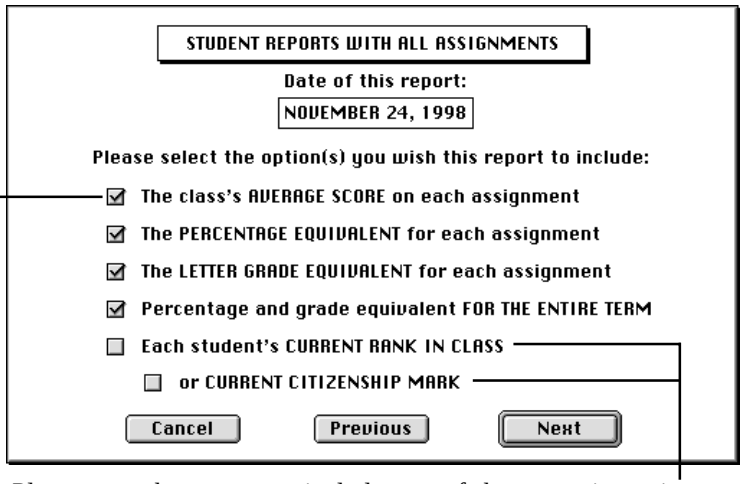
You may enter as many as five criteria to select the students for whom you wish to print a report. In this example I'm searching for sophomore athletes (J10) in my traditional grading system (GS 1) who are failing academically (0-59%) and have exhibited less than satisfactory behavior in class (UNS). See how easy it is? Keep in mind that we will select only those students who match your criteria *exactly*, so consider your combinations carefully.


Print reports only for those students having total scores:
Greater Than or Equal To 0 %
And Less Than Or Equal To 59 %
in Group Code J10
and Grading Scale 1
and Citizenship Mark UNS
Cancel
Previous
Next

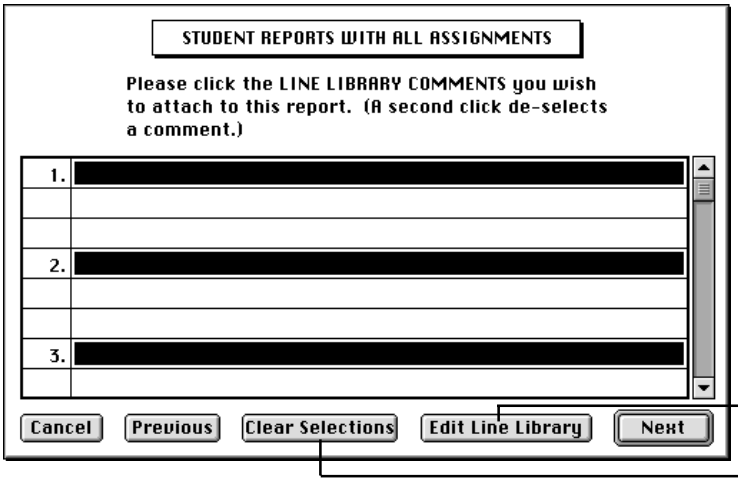
1. Choose the **type of document** you wish to print for each student selected.
2. Choose the **students** for whom you wish to print each document selected.
3. Choose the **report options** you wish to include in each document selected.
4. Choose the comments from your **100 Line Library** you wish to include in each document selected.

You'll note that the sample Student Report 3 (with chronological listing of all assignments) shown earlier in this section features this option. If selected, the numerical **mean** for each assignment will appear between the **Points Earned** and **Points Possible** columns for each student.

The screen which follows this one contains four additional options: **Your TELEPHONE # with an INVITATION TO CALL**, **A PARENT SIGNATURE line with DATE of notification**, **MULTIPLE reports per page (WHOLE only)**, and **NO report for students with NO missing assignments**.


STUDENT REPORTS WITH ALL ASSIGNMENTS
Date of this report:
NOVEMBER 24, 1998
Please select the option(s) you wish this report to include:
The class's AVERAGE SCORE on each assignment
The PERCENTAGE EQUIVALENT for each assignment
The LETTER GRADE EQUIVALENT for each assignment
Percentage and grade equivalent FOR THE ENTIRE TERM
Each student's CURRENT RANK IN CLASS
or CURRENT CITIZENSHIP MARK
Cancel
Previous
Next

Please note that you may include **one** of these two items in your students' reports, but not both.



Very little needs to be said about appending comments to student reports, for all you have to do here is point and click. Keep in mind the following insider tips, however:

1. Should you need to correct or add a comment to your Library, you need not return to the **Special** menu to do so—just click this shortcut button.
2. Comments will be printed on student reports **in the order chosen**. You may skip all over your Library as you select comments, and we will indicate the order in which they will be stacked in the footer. (Don't worry—if you make a mistake or wish to reorder you selections, just click **Clear Selections** and start over.)

BILINGUALISM LIVES!

This final option in printing student reports is, potentially, a public relations *tour de force*. (Oops, wrong tongue . . . .) If you've entered your class setup information and assignment titles in Spanish—in fact, even if you haven't—you can now send home student reports fully (or partially) translated into America's second favorite language. Even if you're not remotely versed *en Español*, a click of the button at right will automatically translate all *MtG* fixed text.

SUCH AN OPTION!
If you wish, we will translate all headers, footers, and fixed text fields into SPANISH on students' take-home reports! (Of course, all annotations, Line Library comments, assignment titles, etc., will stay in the tongues in which they were entered.)
Print reports in ENGLISH.
Print reports in SPANISH.
Cancel
Previous
Next

Keep in mind that missing assignment reports like the one below (right) are *not* the exclusive property of foreign language specialists. Unless one teaches in the West and Southwest, it can be surprising how many parents, aunts, uncles, and grandparents speak Spanish, exclusively, at home. Therefore, we recommend that among the myriad other tasks you perform at the beginning of each term that you ask students if anyone at home (or abroad) would benefit from your new bilingual tool. Assign these children a **Group Code** letter of **S** (for example), "filter" the roster for everyone in that group, and then click the Spanish language button for their reports.

Student Report 7: With Missing Assignments in English

Rebecca J. Knight

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any respect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TURN SCORE	AVERAGE SCORE	POSSIBLE SCORE	% LETTER GRADE
9. LORD OF THE FLIES: Reading Qz 1 [09/20]	___	66	84	E 0=F-
10. Spelling/Vocabulary Unit 03 Quiz [09/23]	___	37	50	E 0=F-
14. PARENT SIGNATURE: Prog Report 1 [09/27]	___	19	25	E 0=F-
18. Spelling/Vocab Unit 04 Homework [10/03]	___	27	34	E 0=F-
19. LORD OF THE FLIES: Reading Qz 3 [10/03]	___	66	88	E 0=F-
20. Materials Check 3: LORD OF FLIES [10/06]	___	8	10	E 0=F-
21. Spelling/Vocabulary Unit 06 Quiz [10/07]	___	38	94	E 0=F-
23. LORD OF THE FLIES: Reading Qz 4 [10/12]	___	66	78	E 0=F-
28. PARENT SIGNATURE: Prog Report 2 [10/19]	___	19	25	E 0=F-

ABBREVIATIONS:

Rebecca J. Knight, you have received 45.10% of the "weighted grade." and your grade is an F-. Currently, you rank #31 in this class of 31. Please call me at (719) 528-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

Jeffrey P. Lewis

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any respect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TURN SCORE	AVERAGE SCORE	POSSIBLE SCORE	% LETTER GRADE
21. Spelling/Vocabulary Unit 06 Quiz [10/07]	___	38	94	E 0=F-
27. LORD OF THE FLIES: Reading Qz 5 [10/18]	___	38	50	E 0=F-

ABBREVIATIONS:

Jeffrey P. Lewis, you have received 56.83% of the "weighted grade." and your grade is an F. Currently, you rank #30 in this class of 31. Please call me at (719) 528-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

Student Report 8: With Missing Assignments in Spanish

REBECCA J. KNIGHT

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any respect, please see me privately as soon as possible.

ASSIGNMENT TITLES	TURN SCORE	AVERAGE SCORE	POSSIBLE SCORE	% LETTER GRADE
9. Prueba: Los verbos ser/estar [27/09/91]	___	28	36	E 0=F-
10. Composición de la lectura #2 [30/09/91]	___	74	100	E 0=F-
14. Firma de los padres #1 √ [07/10/91]	___	16	25	E 0=F-
18. Preguntas orales número 2 [16/10/91]	___	39	50	E 0=F-
19. Examen: Capítulo dos pg 21-45 [21/10/91]	___	70	118	E 0=F-
20. Vocabulario: Unidad 2 dibujos [23/10/91]	___	22	30	E 0=F-
21. Tópicos orales: «Las Cochas» [24/10/91]	___	28	40	E 0=F-
28. Tópicos orales: «El gobierno» [12/11/91]	___	23	40	E 0=F-
31. Prueba: Geografía de Chile [19/11/91]	___	32	46	E 0=F-

ABBREVIATIONS:

REBECCA J. KNIGHT, you have received 49.79% of the available points. and your grade is an F-. Currently, you rank #31 in this class of 31. Please call me at (719) 528-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

JEFFREY P. LEWIS

Below is a complete listing of the assignments and activities you have not completed during this grading period. If your records differ from these in any respect, please see me privately as soon as possible.

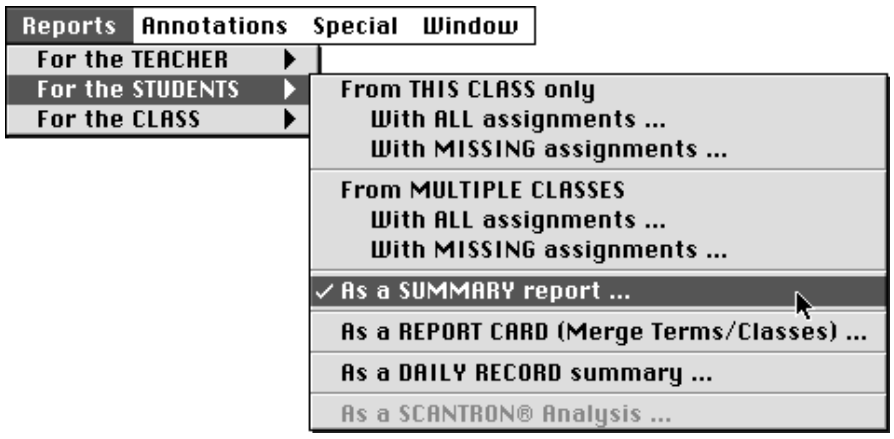
ASSIGNMENT TITLES	TURN SCORE	AVERAGE SCORE	POSSIBLE SCORE	% LETTER GRADE
21. Tópicos orales: «Las Cochas» [24/10/91]	___	28	40	E 0=F-
26. Película: «Día de Inocentes» [08/11/91]	___	N/A	✓	N/A
28. Tópicos orales: «El gobierno» [12/11/91]	___	23	40	E 0=F-

ABBREVIATIONS:

JEFFREY P. LEWIS, you have received 61.96% of the available points. and your grade is a D-. Currently, you rank #30 in this class of 31. Please call me at (719) 528-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

■ Printing Student Reports—The Short Forms



Once you have mastered the previous segment of *Making the Grade* (and what's to master?), you'll find yourself even more at home here. The processes for selecting students, report options, and Line Library comments are virtually identical to those above—only the look, feel, and scope of the data reported differ.

Student Report 9: Without Assignments (Total Points)

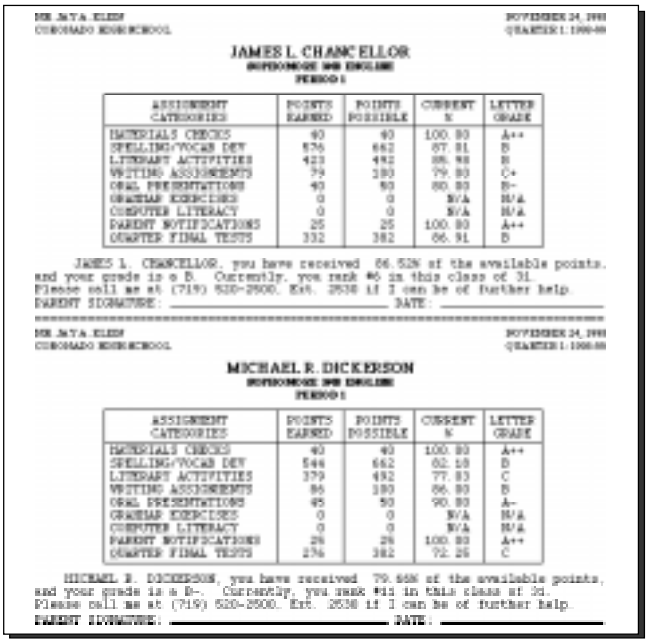
JAMES L. CHANCELLOR

MICHAEL R. DICKERSON

EUGENE F. GARCIA

This report is available no matter what grading system you use: Total Points, Total Points with Categories, or Weighted Categories.

Student Report 10: Without Assignments (By Category)



JAMES L. CHANCELLOR

ASSIGNMENT CATEGORIES	POINTS EARNED	POINTS POSSIBLE	CURRENT %	LETTER GRADE
MATERIALS CHECKS	40	40	100.00	A++
SPELLING/VOCAB DEV	576	662	87.01	B
LITERARY ACTIVITIES	423	492	85.98	B
WRITING ASSIGNMENTS	79	100	79.00	C+
ORAL PRESENTATIONS	40	50	80.00	B-
GRAMMAR EXERCISES	0	0	N/A	N/A
COMPUTER LITERACY	0	0	N/A	N/A
PARENT NOTIFICATIONS	25	25	100.00	A++
QUARTER FINAL TESTS	332	382	86.91	B

JAMES L. CHANCELLOR, you have received 86.52% of the available points, and your grade is a B. Currently, you rank #6 in this class of 31. Please call me at (719) 520-2600, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MICHAEL R. DICKERSON

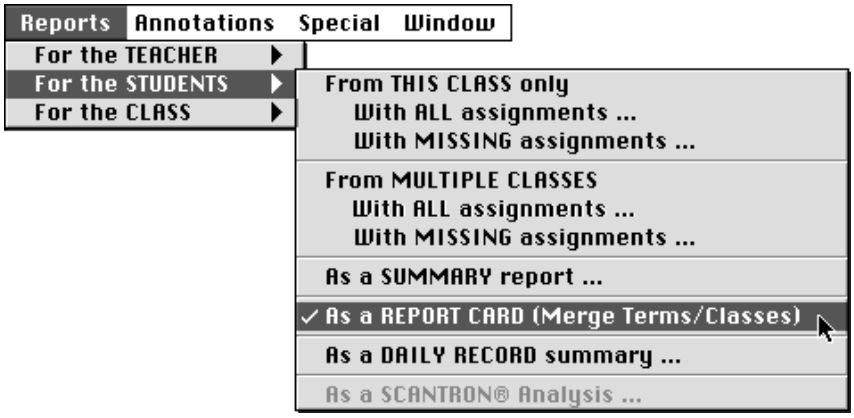
ASSIGNMENT CATEGORIES	POINTS EARNED	POINTS POSSIBLE	CURRENT %	LETTER GRADE
MATERIALS CHECKS	40	40	100.00	A++
SPELLING/VOCAB DEV	546	662	82.18	B
LITERARY ACTIVITIES	379	492	77.03	C
WRITING ASSIGNMENTS	86	100	86.00	B
ORAL PRESENTATIONS	45	50	90.00	A-
GRAMMAR EXERCISES	0	0	N/A	N/A
COMPUTER LITERACY	0	0	N/A	N/A
PARENT NOTIFICATIONS	25	25	100.00	A++
QUARTER FINAL TESTS	274	382	72.25	C

MICHAEL R. DICKERSON, you have received 79.66% of the available points, and your grade is a B-. Currently, you rank #11 in this class of 31. Please call me at (719) 520-2600, Ext. 2530 if I can be of further help.

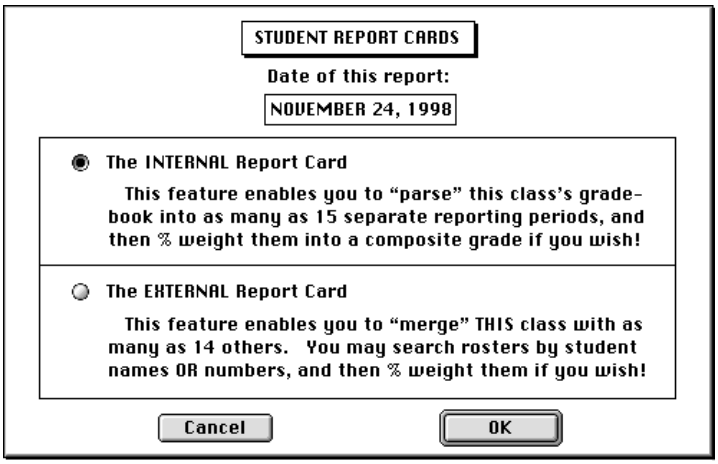
PARENT SIGNATURE: _____ DATE: _____

This report is available only if you have set up the class with Categories (Weighted or with Total Points).

■ Printing Student Reports—The Report Cards

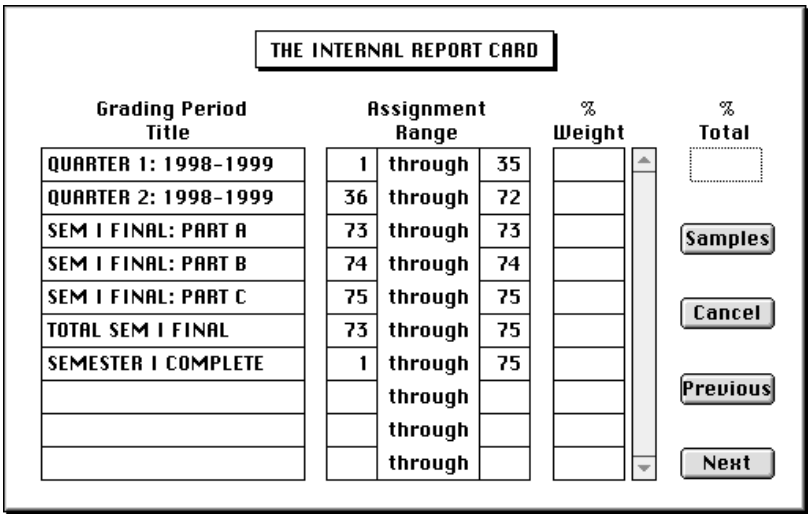


There are only two requirements for utilizing the *Making the Grade* **Report Card** to its fullest capacity—the courage to experiment a little, and a good imagination. Picture, for instance, "parsing" a single class's gradebook into as many as 15 different reporting units: First Five Weeks, Second Five Weeks, First Quarter (overall), Third Five Weeks, Fourth Five Weeks, Second Quarter (overall), First Semester (overall), and more. **Or**, picture searching through student data in as many as fifteen separate classes and then combining (and weighting if you wish) the results into a single, comprehensive report. Well, with the *MtG* **Internal and External Report Cards** these images are now a reality.


STUDENT REPORT CARDS
Date of this report:
NOVEMBER 24, 1998
The INTERNAL Report Card
This feature enables you to "parse" this class's gradebook into as many as 15 separate reporting periods, and then % weight them into a composite grade if you wish!
The EXTERNAL Report Card
This feature enables you to "merge" THIS class with as many as 14 others. You may search rosters by student names OR numbers, and then % weight them if you wish!
Cancel
OK

THE INTERNAL REPORT CARD

Of the two *MtG* Report Card formats, the "self-contained" option is easily the more elegant and simple to use (in our opinion). That is so because the operational and logical restrictions placed on its use are almost nil. If you can *imagine* an interesting and informative way to divide up your gradebook into micro or macro subsections, you can *publish* it—even if such parts overlap, even if they contain no points, even if they are weighted or are for "credit" only.

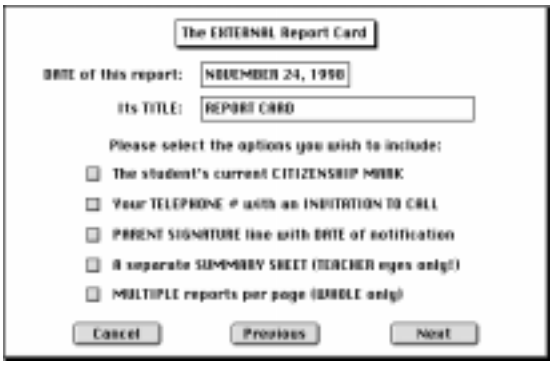

THE INTERNAL REPORT CARD
Grading Period Title
Assignment Range
% Weight
% Total
QUARTER 1: 1998-1999 1 through 35
QUARTER 2: 1998-1999 36 through 72
SEM I FINAL: PART A 73 through 73
SEM I FINAL: PART B 74 through 74
SEM I FINAL: PART C 75 through 75
TOTAL SEM I FINAL 73 through 75
SEMESTER I COMPLETE 1 through 75
Samples
Cancel
Previous
Next

The only minor requirement for the *MtG* Internal Report Card is that you identify at least ONE active grading period within your gradebook. This grouping doesn't even have to include the full range of assignments recorded thus far. That is, if your gradebook currently contains 75 scores (above) and you wish to report only Assignments 1-35, we'll support that decision. Likewise, if you wish to analyze student performance by skill unit, by week, by quarter, by semester—or any other combination —**please do so!** You don't even have to change the display/report range of your gradebook to effect a completely new analysis of achievement in your class.

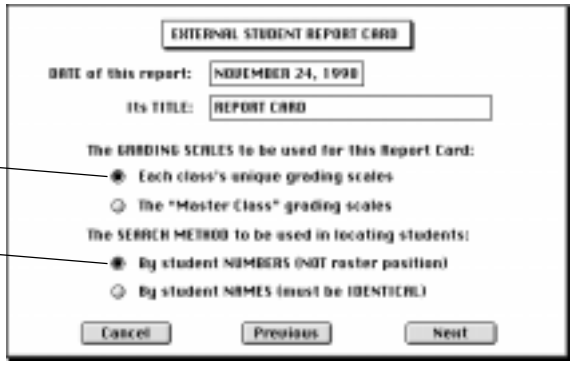
THE EXTERNAL REPORT CARD

The rules governing the external report card are more restrictive than its internal counterpart, but the power to combine student data from as many as 15 classes makes it worthwhile. What *are* these restrictions? Actually, there's but one: **Students' NAMES or NUMBERS must be IDENTICAL in all classes if we are to find and include them in the report**.

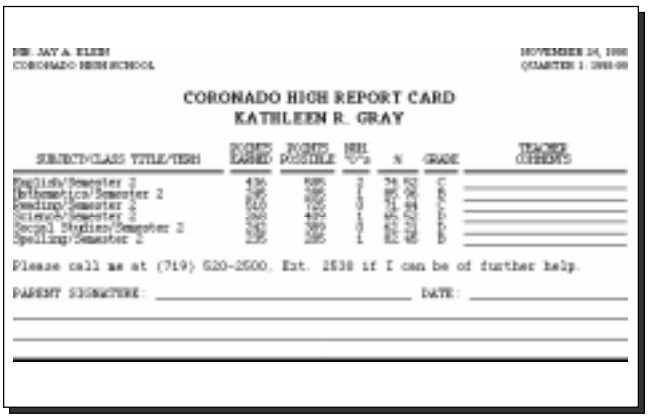
The first class shown in each Report Card is the gradebook currently in use, but you may include as many as **14 additional classes**—in any order you wish. Just click **Add**, then **Include**, to build the list of classes from which we analyze student data. Keep in mind that if we don't find someone in a class, we'll skip just *that* file and print all other relevant information, anyway.


The EXTERNAL Report Card
DATE of this report: NOVEMBER 24, 1998
Its TITLE: REPORT CARD
Please select the options you wish to include:
The student's current CITIZENSHIP MARK
Your TELEPHONE # with an INVITATION TO CALL
PARENT SIGNATURE line with DATE of notification
A separate SUMMARY SHEET (TEACHER eyes only!)
MULTIPLE reports per page (BUBBLE only)
Cancel
Previous
Next

In addition to the options above, we offer two features to make your Report Cards easier to build and customize than ever. **First**, we let you choose which **Grading Scale** we use to compute scores in each class, and **second** we let you choose the criteria used to locate students in those classes. We suggest that you elect the **Student Number** option here, unless you employed the **Import** button when setting up your rosters. If not, an innocent typing mistake can easily exempt someone from the selection process.


EXTERNAL STUDENT REPORT CARD
DATE of this report: NOVEMBER 24, 1998
Its TITLE: REPORT CARD
The GRADING SCALES to be used for this Report Card:
Each class's unique grading scales
The "Master Class" grading scales
The SEARCH METHOD to be used in locating students:
By student NUMBERS (NOT roster position)
By student NAMES (must be IDENTICAL)
Cancel
Previous
Next

This sample external report card for Kathleen R. Gray began with her **English/Semester 2** class as the master roster for *MtG* "search and identify" routines. The program found her **student number** in five other classes, and her achievement in each was included. **Grading Scale 1** from the master roster was chosen for its letter grade equivalents, and, because the six classes were not weighted, a blank **teacher comment line** followed each set of data. **Invitation to call** and **parent signature** options were included, as were three sets of Line Library underscores for parent feedback.

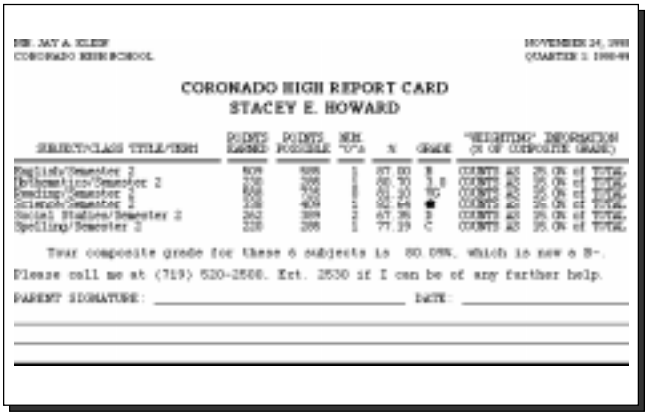


CORONADO HIGH REPORT CARD
KATHLEEN R. GRAY

Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

This second external report card for Stacey E. Howard also began with his **English/Semester 2** class, but in this document the program preserved the **unique grading scales** set up within the other classes. That is, his grade in English/Semester 2 was reported as a **B**, while his other grades range from a "**3.0**" in Mathematics to a " " in Science. Each class was assigned a % weight, and using the weighted arithmetic mean formula, an overall grade of **B-**, taken from master class Grade Scale 1, was determined. The rest of the report card is identical to that for Kathleen Gray, above.



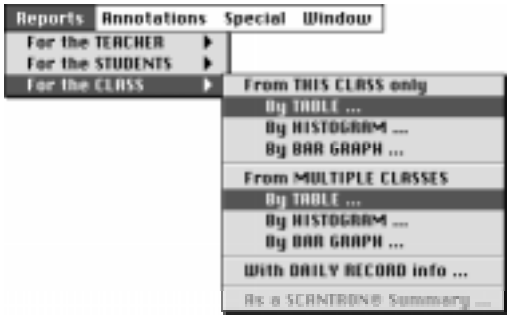
CORONADO HIGH REPORT CARD
STACEY E. HOWARD

Your composite grade for these 6 subjects is 80.09%, which is now a B-.

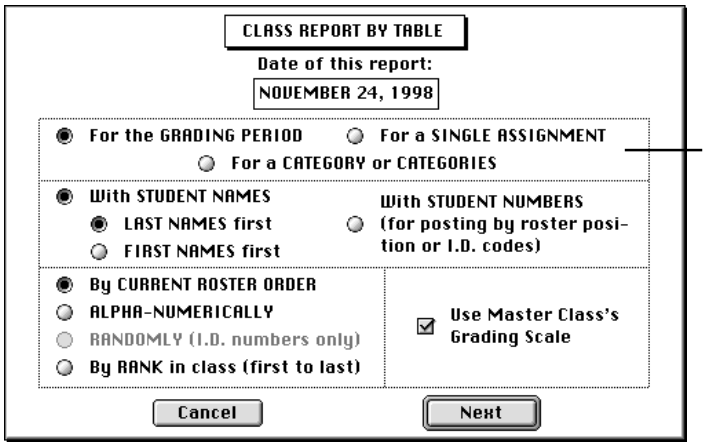
Please call me at (719) 520-2500, Ext. 2530 if I can be of any further help.

PARENT SIGNATURE: _____ DATE: _____

■ Printing Class Reports



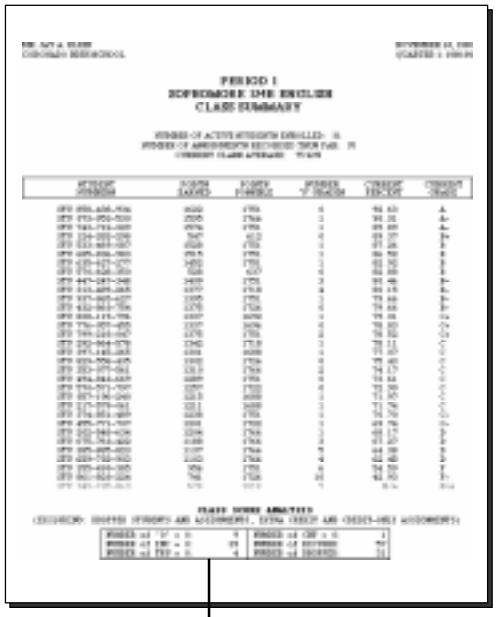
Almost finished! In truth, you've already seen these reports in one form or another elsewhere, so brevity shall rule.



The printing options at left should seem familiar, for they're almost identical to those for printing your gradebook. The only difference is that you may print a class summary sheet for the **entire grading period**, **an assignment, a grading category**, or **multiple classes**.

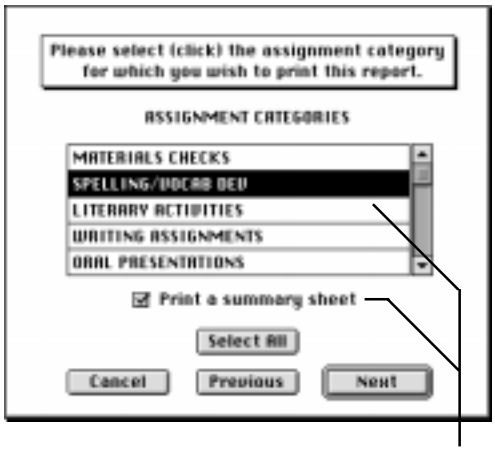
I've found over the years that posting the gradebook and *this* report (by student number, of course) every Monday morning has a positive impact on my students. They invariably crowd around the bulletin board, "scoping it out" and even "high/low-fiving" each other when they see the results. Students *want and need* to be informed, I believe–even of bad news.

Class Report 1: For the Grading Period/By Rank



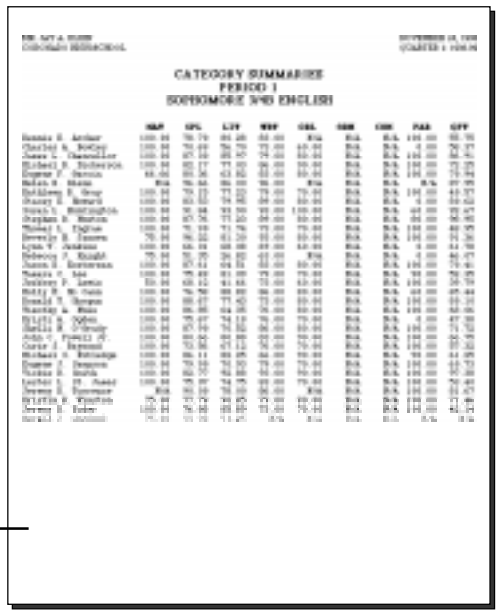
Class Report 2: For a Single Assignment/By Rank

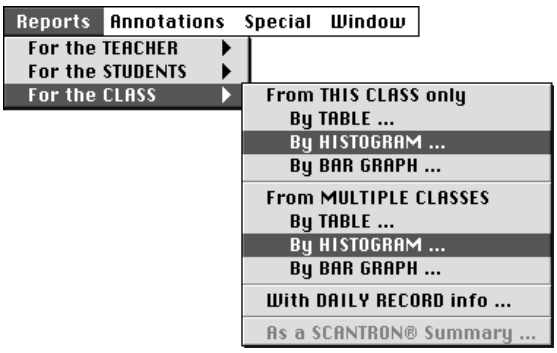
This summary information pertains to **active students** only.
All scores for **dropped students** have been removed from these totals.

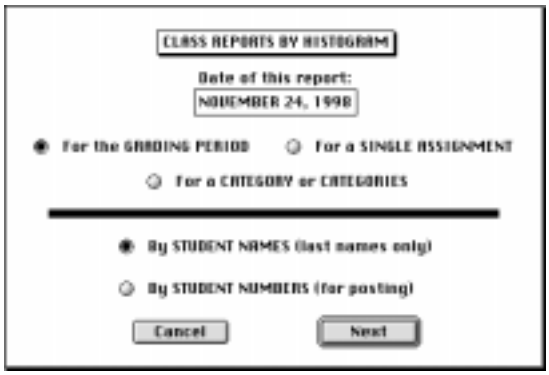


Selecting the third hardcopy option here enables you to obtain class data for a specific category (**SPELLING/VOCAB DEV** above) or for ALL categories within a class's setup (the **Print a summary sheet** box). This latter document can be printed by **student name** or **number**, by **roster order** or by **rank in class**, of course.

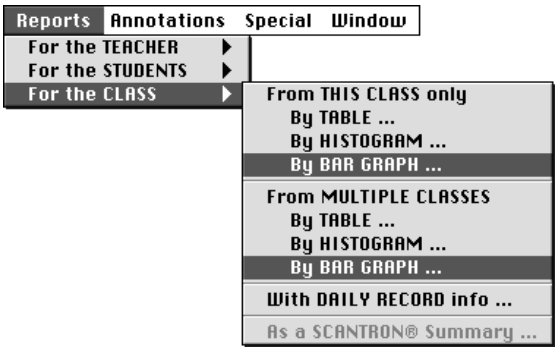
Class Report 3: For All Categories/By Roster

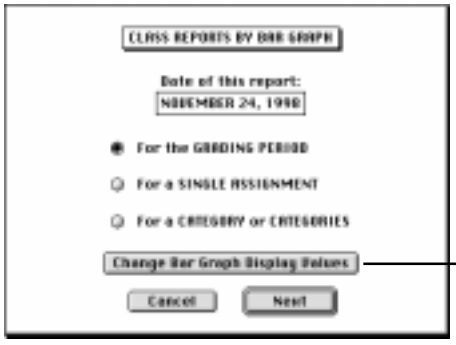


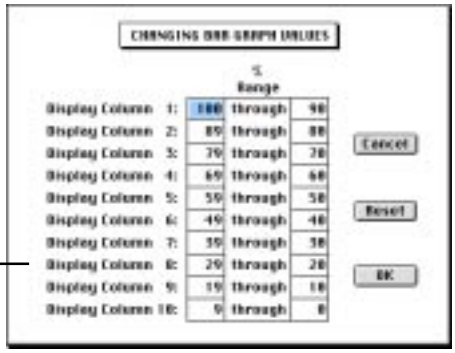




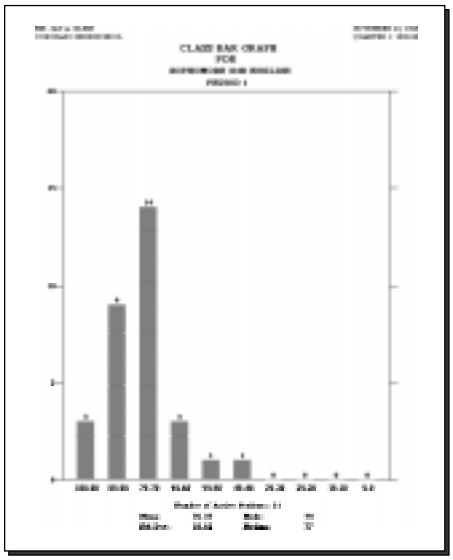
You have read about and seen the *Making the Grade* histograms in "The Works!" (page 60), so, true to our promise, we shall be brief once again. You may print any one of five histogram formats here: for the entire **grading period,** for a **single assignment**, for a **category or categories**, with **student names**, or with **student numbers**. Experience over the years has shown that you'll print more of the **grading period with student numbers histogram** than any other, for once students see this report, they want to see it with current data as often as possible. I think they respond to the graphic nature of the document—or perhaps it's closer to MTV than the other reports. Who knows?

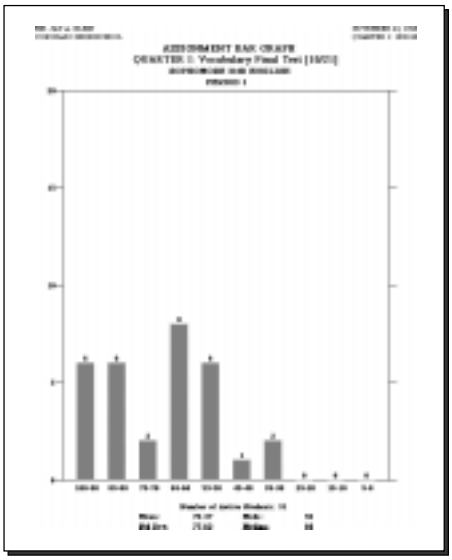





CHANGING BAR GRAPH VALUES
%
Range
Display Column 1: 100 through 90
Display Column 2: 89 through 80
Display Column 3: 79 through 70
Display Column 4: 69 through 60
Display Column 5: 59 through 50
Display Column 6: 49 through 40
Display Column 7: 39 through 30
Display Column 8: 29 through 20
Display Column 9: 19 through 10
Display Column 10: 9 through 0
Cancel
Reset
OK

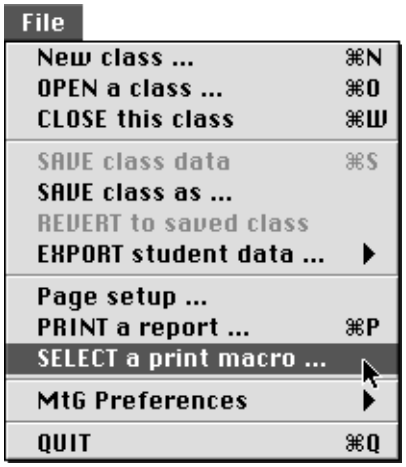
Making the Grade's bar graph printouts are among the most powerful and revealing documents offered for analyzing a single class's (or multiple classes') academic performance. You may display information for the current **grading period**, for a **single assignment**, or for an **assignment category** (or categories).





Each bar graph document reveals the number of students falling into any of ten percentage ranges of your design. Click the **Change Bar Graph Display Values** button (above left) to reveal the program's default values: the "usual" 10 columns of 10% each (above right). Feel free to edit any or all of these ranges right away to reflect your personal grading system, and then let your imagination run wild. Whatever your needs may be here—from cumulative grade groupings to those for a single assignment—they're all yours!

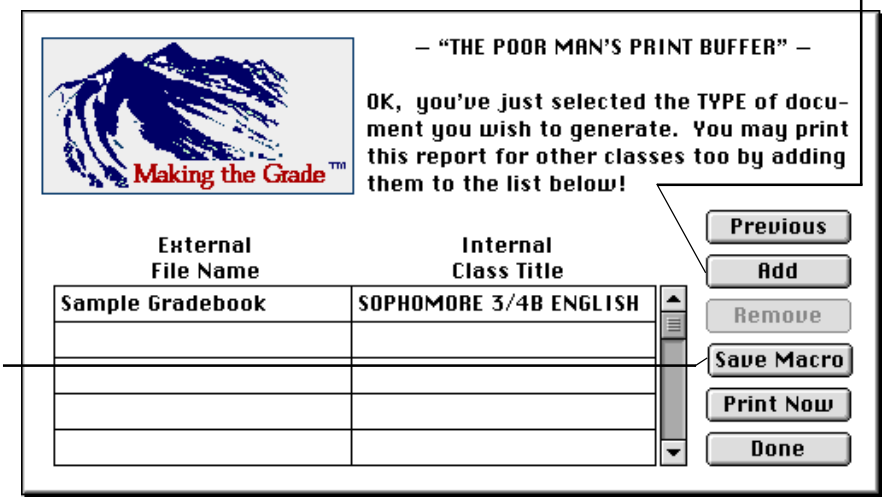
■ Print Buffers and Macros



We've saved the best news for last in this part of the documentation, for if saving your precious time is worth its weight in gold, this feature is 24 carat bullion. In the early days of *Grade Busters 1/2/3* we termed this function "The Poor Man's Print Buffer"—primarily because it was our economical software substitute for a lot of expensive hardware RAM. And now the tradition continues into the Macintosh generation . . . .

You'll note in the screen below that each time you select a TYPE of report to print that we encourage you to select as many as 14 other classes from which to print the same document. Click the **Add** button to locate the other gradebook files from which you wish to print—and stand back while your Mac and printer do their thing.

Time-Saver Part I

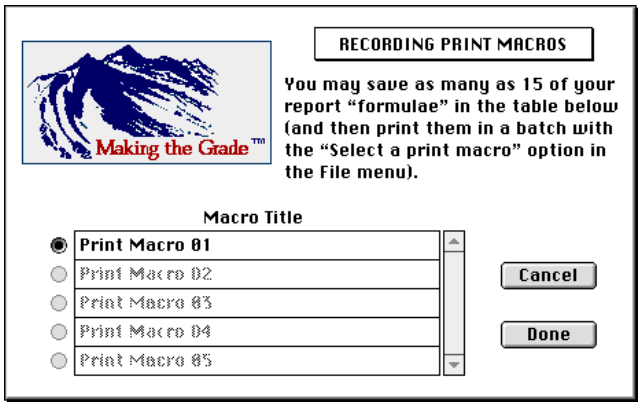

Making the Grade™
– "THE POOR MAN'S PRINT BUFFER" –
OK, you've just selected the TYPE of document you wish to generate. You may print this report for other classes too by adding them to the list below!
External File Name
Internal Class Title
Sample Gradebook
SOPHOMORE 3/4B ENGLISH
Previous
Add
Remove
Save Macro
Print Now
Done

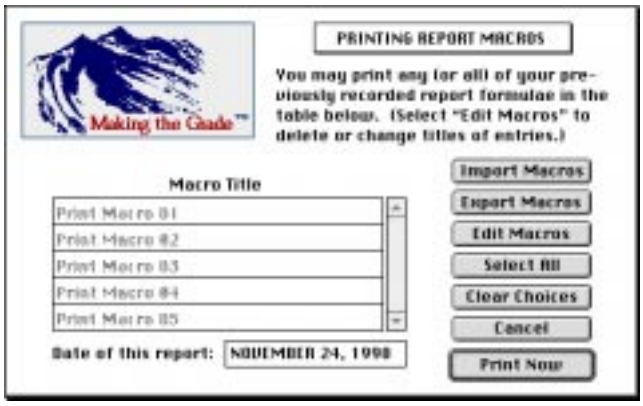
Time-Saver Part II

Once you've set up your first *MtG* document and printed it for all applicable classes, permit us to file that hardcopy "recipe" deep within our print storeroom. All you must do to record the specific setup details for each of your favorite reports is to click the **Save Macro** button on the right of this screen, and then enter a title in the space provided. (You have 47 characters with which to label each macro here, so why not record something *really* descriptive like **Monday Morning Gradebook with √ Marks**?) Keep in mind that you may save as many as 15 of these jewels for future use; once you come up with a 16th, however, you must enter its title on top of the least used of the previous 15. Sorry, but there's a limit to all good things.

Time-Saver Part III

When the time comes to print your next set of *MtG* reports, all you must do is click the **File** menu (above), slide down to **Select a print macro**, and have a go. (We trust that all option buttons are self-explanatory, so be bold and investigate!)


Making the Grade™
RECORDING PRINT MACROS
You may save as many as 15 of your report "formulae" in the table below (and then print them in a batch with the "Select a print macro" option in the File menu).
Macro Title
Print Macro 01
Print Macro 02
Print Macro 03
Print Macro 04
Print Macro 05
Cancel
Done



TIPS TRICKS TRADE SECRETS

and more TROUBLESHOOTING

A TRADE SECRET!

Finder Printing

As you know, the *Grade Busters 1/2/3* **Poor Man's Printer Buffer** is part of the *Making the Grade* package too—and it's even more sophisticated. This second major part of this feature is properly called **Finder Printing**, and it's still a resident part of your Macintosh operating system. With this built-in marvel your Mac will automatically print even more of your reports—in a mixed and matched potpourri—while you take care of more important tasks (like grading papers). Here's all you have to do to utilize this second little-known phenomenon:

Step One: Open each of your gradebooks, one at a time, and select the kind of report(s) you wish your Mac to print for you later. Close the class, and then answer "Yes" when asked if you wish to **Save** this new configuration to disk. (Without this final **Save**, you'll receive but another copy of the document(s) you chose the previous time you printed.)

Step Two: **Quit** *MtG* now and return to your desktop and the Finder menu.

Step Three: Once there, **select** all of the classes for which you wish to print reports. Use the mouse **Click + Shift** or **Command + A** to select more than one class (or all classes).

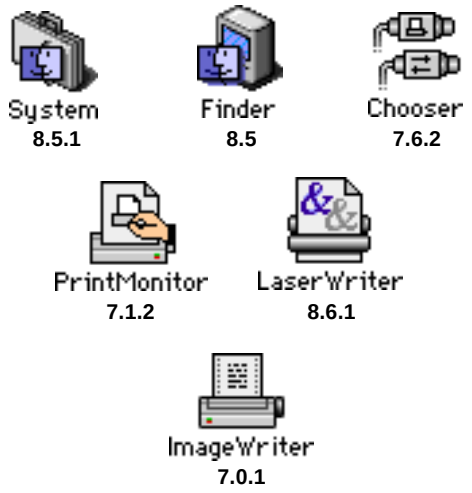
Step Four: Now, go up to the Finder menu, and click on **File**. There you'll see an item called **Print**—ever wonder what you could *print* from the desktop? (We did too, until we found the answer in the *Macintosh Bible* a couple of years ago.) Slide down to **Print** and let go. Be careful not to deselect any of your classes in the process.

Step Five: Now behold the miracle! The Macintosh operating system will open *Making the Grade*, at which point all you must do is enter your **Password** and configure the printer you selected previously in the **Chooser**. Once these two simple tasks have been completed, put your feet up and take a well-deserved rest. The Mac will open each of the classes you selected, print the document(s) indicated there, close the class, and then move on to the next task. And there it is: the "Mac Poor Man's Printer Buffer" in all its glory.

By the way, don't be embarrassed if you've never heard of or seen **Finder Printing** in action. Not all programs support this feature within the Macintosh operating system—but they most certainly should!

If you're the proud owner of a G3 PowerMac connected to a LaserWriter 8500, you should probably skip this part of the documentation, for it doesn't apply to you. **But** if you're computing with anything less than these speedy devices, you might want to peruse the following suggestions with care. Few phenomena irritate Macintosh users more than a printer lapsing into catatonia while publishing a complex document, but the good news is that there are ways to minimize such down time *and* maximize printing efficiency—regardless of the cost or power of your computer.

Hint One:

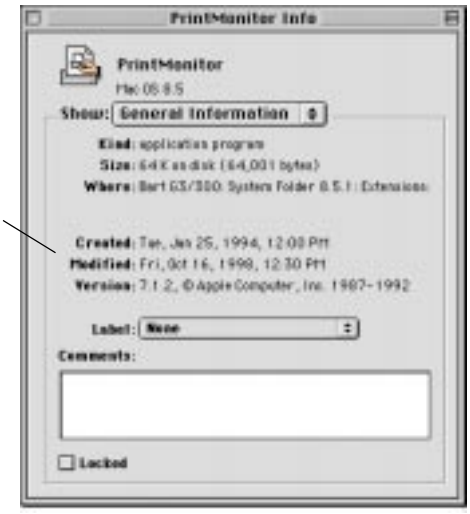


Hint Two:

Adobe Type Manager

As marvelous as this famous system enhancer can be in beautifying screen and printer fonts, it can consume volumes of time on older Macs. *Making the Grade* uses the standard font sizes of **Courier**, **Helvetica**, **Monaco**, and **Times Roman** in all teacher and student documents, so turning this INIT **off** (through the Control Panel) should speed up the printing process while reducing the aesthetics of your printouts nary a whit. We kid you not!

So what's the message behind the above icons? A simple one: **We strongly encourage you to use the most recent versions of these and similar system components, for some of the initial releases thereof were extremely unreliable.** The fact is that Apple has been frantically working on System 8.x and its economy-line printers over the past couple of years to bring printing speeds up to par. If you own a StyleWriter I or Personal LW, you know how abysmally slow they can be with graphics-based documents, especially with Systems 6.x and 7.0x. Thanks to recent efforts in Cupertino, however, printer speeds on all platforms, from StyleWriter to LaserWriter, have improved markedly (especially with LW driver 8.6).

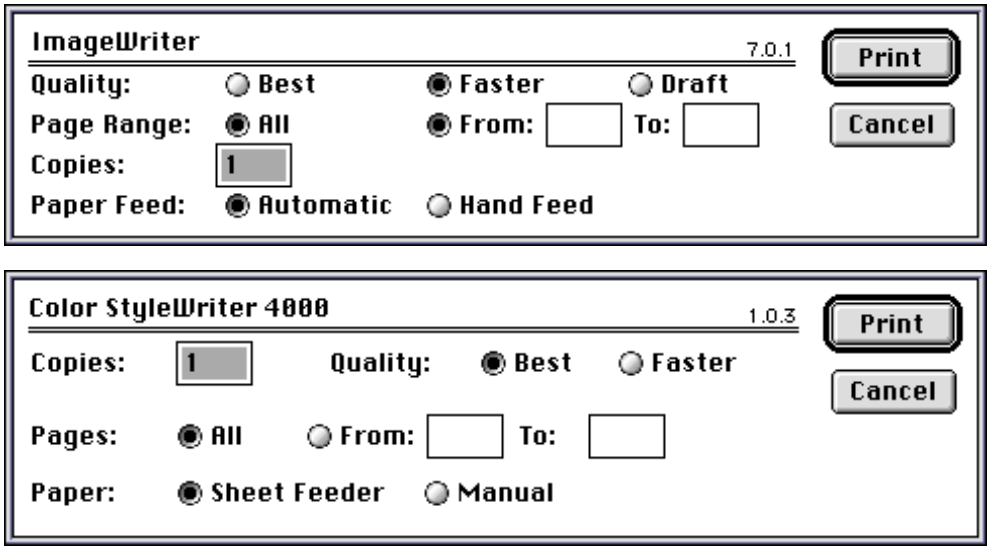


Your first step to see if you have the most recent versions of these files is to click once on their icons, select **Get Info** from the **File** menu, and then check the version number found in the box. If your editions are not equal to or later than the ones shown above, contact your in-house media specialist, local Apple dealer, or Mac Users Group as soon as possible.

NOTE: If all other sources fail you, Jay Klein Productions will come to your rescue. Send us a note indicating which of the above drivers/extensions you need, a couple of blank diskettes, and $5.00 for postage and handling, and we'll take care of you personally.

Hint Three:

If you use Apple's ImageWriter or StyleWriter printer to generate your reports, be sure to select the **Faster** mode (below) when pressed for time, and not **Best** (the worst time-consumer ever). Do *not* click **Draft** mode unless you're curious what a pure "data dump" looks like; it does *not* create normal, finished documents.



Hint Four:

. . . and one that's often a shock to novice computer users. One of the prime culprits in reducing printer efficiency on the Macintosh is a **screen saver** that activates during the printing process. To put it mildly, your Mac has its hands *full* printing a relatively simple document like a blank gradebook. Asking it to display a full tank of multicolored fish or flying toasters at the same time is more than most older CPUs can bear without a marked decrease in efficiency.

So, what's the solution here? Just increase the delay before your screen saver activates to 30 minutes or more—whatever your *longest* printing session has been.

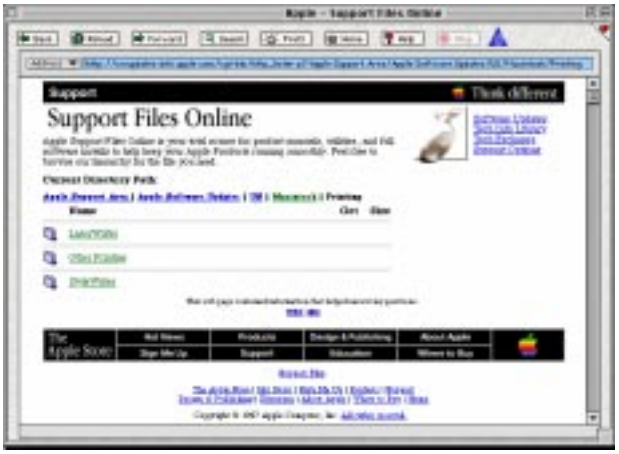
A HUGE TIP!

Updating Printer Drivers

If you're a really brave person (and as a teacher you *must* be), ask this of a software customer service representative sometime: "What was the most frequent problem you encountered with customers on the phone or Internet today?" Now, after that person calms down a bit, you'll probably hear something like, "Printer problems . . . it's always printer problems!" And almost always the source of such difficulties is obsolete or damaged **printer drivers**—critical files that reside deep within the Mac OS System Folder (in Extensions). FYI: Updating your computer with the latest system software can corrupt or antiquate existing drivers, so your printer can be disabled even with the best of intentions. That's the bad news. The *good* news is that obtaining the latest *working* printer drivers is only an Internet connection away for most of us, as evidenced by the sample website screens below. Whenever your printer fails to respond as it should, start your detective work at locations like these. The resources they contain can be a great source of comfort.

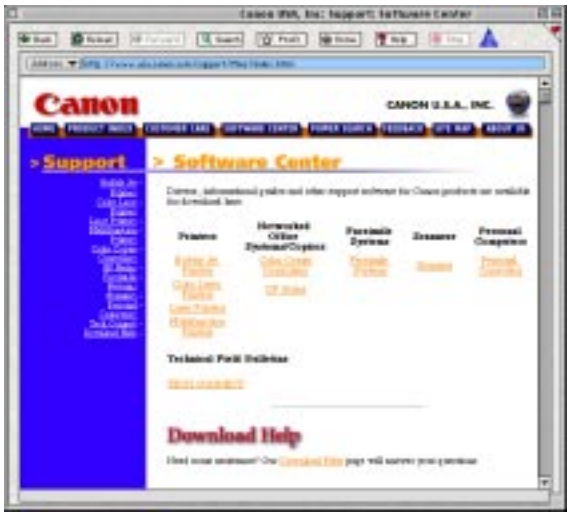
Apple

http://www.swupdates.info.apple.com/cgi-bin/http_lister.pl?Apple.Support.Area/Apple.Software.Updates/US/Macintosh/Printing



Canon

http://www.usa.canon.com/support/files/index.html



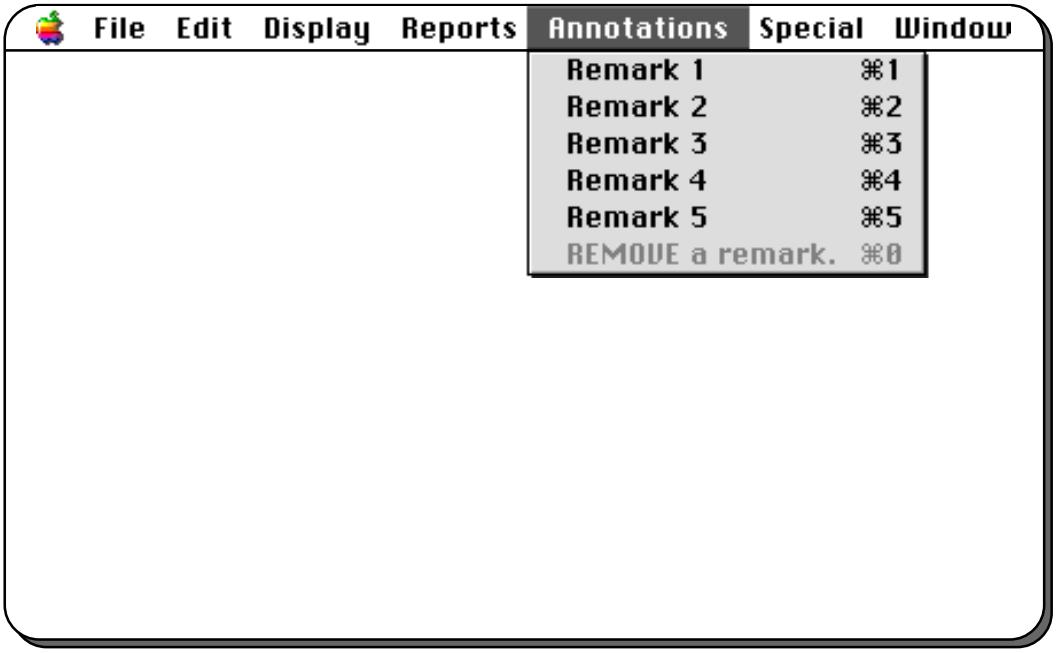
EPSON

http://www.epson.com/support/ftp.shtml

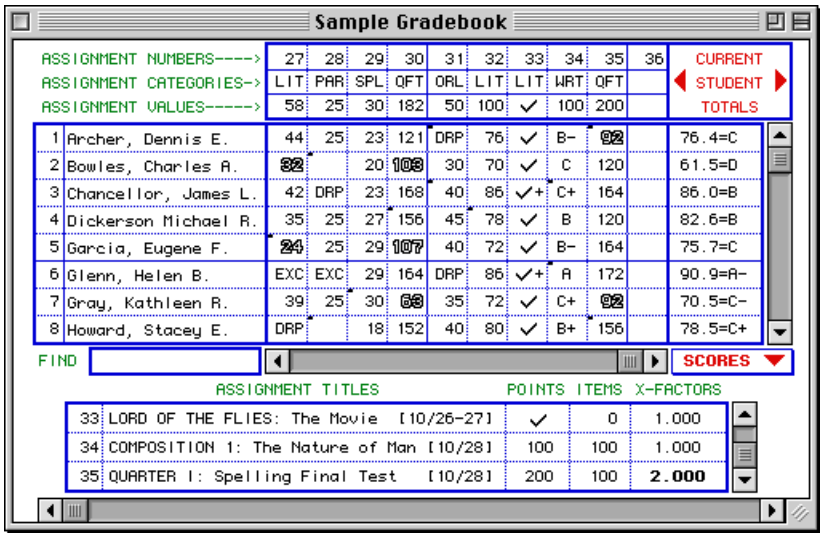
HEWLETT PACKARD

http://www.hp.com/cposupport/eschome.html

Score Annotations

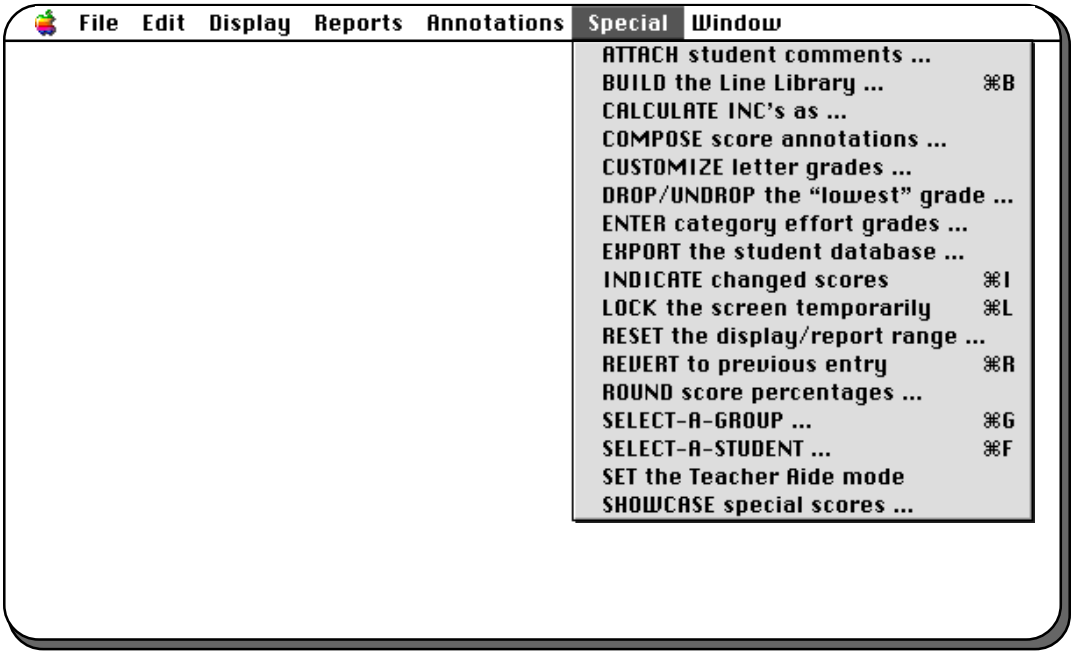


As you can tell from its prominent placement in the main menu bar, we consider **Score Annotations** an extremely important element of the *Grade Busters Mac* gradebook. You've already seen these five remarks in the **Class Set Up** portion of the documentation, but if your menu looks like the one above and you'd like to utilize the feature now, go to the **Edit > Set Up Info > CLASS information > Score Annotations** submenu and enter your comments. (For your convenience we have placed the same function in the **Special** menu under the title of **Compose score annotations**.) Or you can slide the thumb tab on the bottom gradebook scroll bar to the far right and then click on any of the displayed comment lines. **Note:** Do *not* forget the **Import** button when you access this function—it can save considerable time if you've ever recorded annotations for another class.


Sample Gradebook
ASSIGNMENT NUMBERS----> 27 28 29 30 31 32 33 34 35 36 CURRENT
ASSIGNMENT CATEGORIES-> LIT PAR SPL QFT ORL LIT LIT WRT QFT STUDENT
ASSIGNMENT VALUES-----> 58 25 30 182 50 100 ✓ 100 200 TOTALS
1 Archer, Dennis E. 44 25 23 121 DRP 76 ✓ B- 92 76.4=C
2 Bowles, Charles A. 88 20 108 30 70 ✓ C 120 61.5=D
3 Chancellor, James L. 42 DRP 23 168 40 86 ✓+ C+ 164 86.0=B
4 Dickerson Michael R. 35 25 27 156 45 78 ✓ B 120 82.6=B
5 Garcia, Eugene F. 24 25 29 107 40 72 ✓ B- 164 75.7=C
6 Glenn, Helen B. EXC EXC 29 164 DRP 86 ✓+ A 172 90.9=A-
7 Gray, Kathleen R. 39 25 30 68 35 72 ✓ C+ 92 70.5=C-
8 Howard, Stacey E. DRP 18 152 40 80 ✓ B+ 156 78.5=C+
FIND
SCORES
ASSIGNMENT TITLES POINTS ITEMS X-FACTORS
33 LORD OF THE FLIES: The Movie [10/26-27] ✓ 0 1.000
34 COMPOSITION 1: The Nature of Man [10/28] 100 100 1.000
35 QUARTER 1: Spelling Final Test [10/28] 200 100 2.000

OK, so how do you append a comment to a student's score? Choose the appropriate score by clicking it, select **Annotations** in the main menu, slide down to the correct comment, and let go. (Or just type the appropriate "hot key" equivalent, **Command + 0-5**—it's much faster.) You'll then see a small black box in the upper left corner of the cell, indicating that a comment has been attached thereto. The 72 dots per inch screen resolution of today's monitors won't permit us to display the actual footnote number itself, so if you can't remember *which* remark you appended to a score, select the pull down menu again and a **check mark** will reveal the answer.

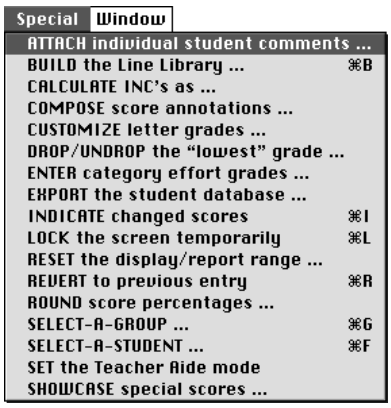
Special Functions


File Edit Display Reports Annotations Special Window
ATTACH student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

Last, but certainly not the least of *Making the Grade*'s powerful gradebook options, is the **Special** menu shown above. Many of these easy-to-use features have been introduced in other guises elsewhere in the documentation, and even the brand new segments are virtually self-explanatory. However, I'd bet (if I were the wagering type) that the fourteenth and fifteenth items on the list, the cryptically titled **SELECT-A-GROUP** and **SELECT-A-STUDENT**, may have stirred your curiosity a bit. And well they should! (**A HINT:** If you've ever been forced to "volunteer" students for a class discussion or other such activity—and were gently accused of favoritism or prejudice in the process—you will *adore* these features. You *may* even wear them out!)

■ Attaching Individual Student Comments

The first of our seventeen **Special** functions is one we alluded to very briefly in the **Setting Up A Class** section. (See page 15 and the 18th item in the catalog of *MtG* Database Fields.) Before you may utilize this function, however, you must have already set up your collection of personalized student comments in the **BUILD the Line Library** component. Once you have comments composed and recorded there, you're all set to append them to individual student progress reports. The Rules and Regulations for this feature are mercifully simple and few:


Special Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

1. You may attach as many of the 100 comments in the Line Library to each student's take-home reports as you wish, in any order you wish.

2. You must separate each student comment from the next with a **comma** (or comma and a space).

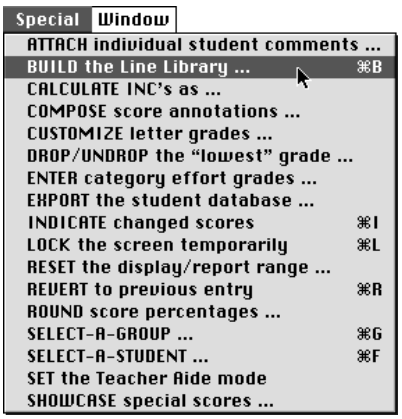
3. You may group consecutive comments (thus saving keystrokes) with a **hyphen** connecting the first and last items in the series. That is, in the database sample at right, **Dennis Archer** will find comments **6**,**7**,**8**, **9**, and **28** at the bottom of his next progress report. If you forget this special feature and manually enter the numbers 6,7,8, and 9, they'll be automatically replaced with 6-9 as soon as you press Return/Enter.

Making the Grade
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION-RETURN moves to a new line.)
Student
Last Name First Name
Line Library Comments
Alpha/sort!
DON'T alphabetize/sort.
1. Archer, Dennis E. 6-9, 28
2. Bowles, Charles R. 1, 14, 99
3. Chancellor, James L. 5
4. Dickerson Michael R. 21, 35
5. Garcia, Eugene F.
6. Glenn, Helen B. 1, 57, 82
7. Greg, Kathleen B 13, 30-34
8. Howard, Stacey E. 7, 12, 75
Samples
Cancel
Import
Previous
Done!

4. You must remember to **replace** existing student comments with new ones (or completely **erase** the old) each time you print your next series of progress reports. Once recorded in the *MtG* student database, these remarks remain active and "appendable" until edited or deleted from the above field.

■ Building the Line Library

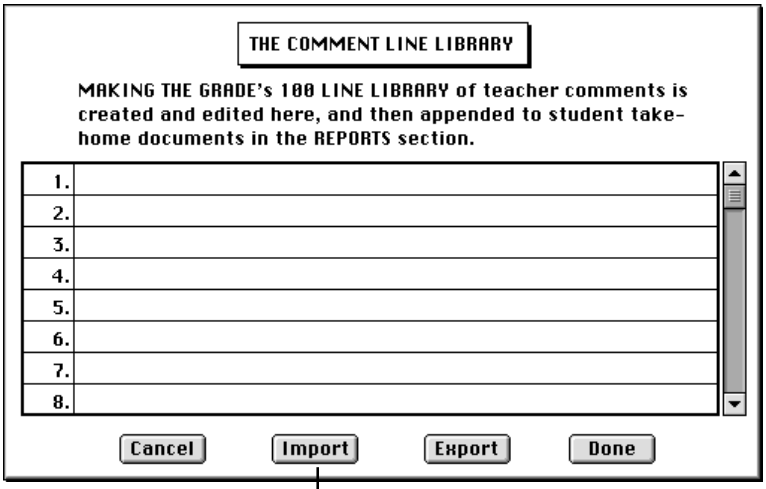
If you've been looking for a place to compose personalized academic or behavioral remarks about your charges, you have definitely arrived. This is where you will compose, group, and record the remarks which may be appended to individual student take-home reports. You will note that your LINE LIBRARY comes to you completely empty, without even so much as a Sample button to stir your imagination along these lines. This is so because we refuse to insult your intelligence, sense of style, and educational philosophy with a group of canned remarks like those found in most other gradebook programs. Such generic observations as those more often than not offend us with their poor wording, lack of "applicability," and simplistic analysis of complex student behaviors, good and bad. At any rate, the restrictions and guidelines for setting up your **100 Line Library** are few:


Special Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

1. Each comment is limited to **70 characters** of courier (non-proportional) type. Should any statement exceed that length, just continue it onto the next line, and then select *both* lines when tailoring student reports.

2. You may leave **blank lines** in your library as dividers or grouping devices if you wish. For instance, lines 1-50 might be your comments of praise, and 60 through 100 your comments of concern. You can always fill in the intervening blank lines (51-60) whenever inspiration strikes.

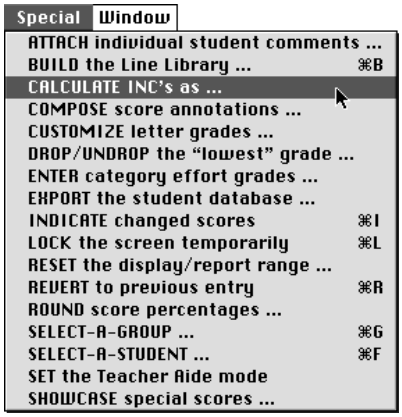
3. Unsure of your spelling or typing? Then use the **Export** button at right to "dump" your comments into an ASCII file for analysis by your favorite spelling checker.



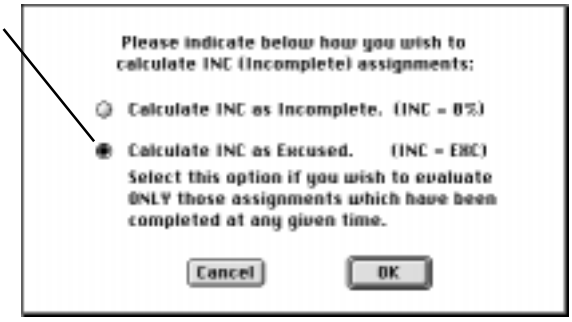
WARNING! This familiar button will bring in the *complete* set of comment lines from another class file—not just selected parts thereof. Therefore, this function will **replace** any and all lines you may have entered in this class with those recorded in another.

■ Calculating Incomplete Scores

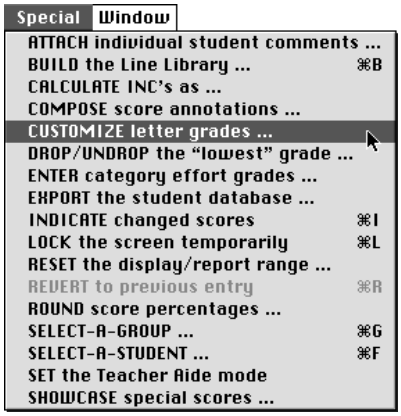
This feature found its way into the *Making the Grade* package through the persistence of one of our favorite Driver's Education teachers. Because the scope and sequence of his curriculum was predetermined by state fiat, he could lay out his gradebook files with an entire semester's worth of work at a time. (You should see this gentleman use the *MtG* **Import** button!) In the process he also entered point values for each required assignment (totaling about 4500 points for the semester), thereby assuring students that they would enter each marking period with 0 points and a cumulative grade of F. The mathematics and negative public relations value of this scenario were intolerable for the teacher, his students, and their parents . . . and something definitely had to give!


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

The solution appeared in *MtG* when we developed the feature at right. Even though the program defaults to calculating Incompletes as zeroes, you have the right and power to override the practice. Selecting **Calculate INC as Excused** ensures that your students will be evaluated *only* on the work they have completed and handed in. What this means is that a student who has completed only three activities out of 30 that are required could still have an A. What a marvelous option for self-paced and individualized learning programs! **A CAVEAT:** You will probably want to reset each of your gradebook files to the original format (INC = 0) when the marking period comes to a close. Forgetting to do so will let a great many students off the hook, so to speak.

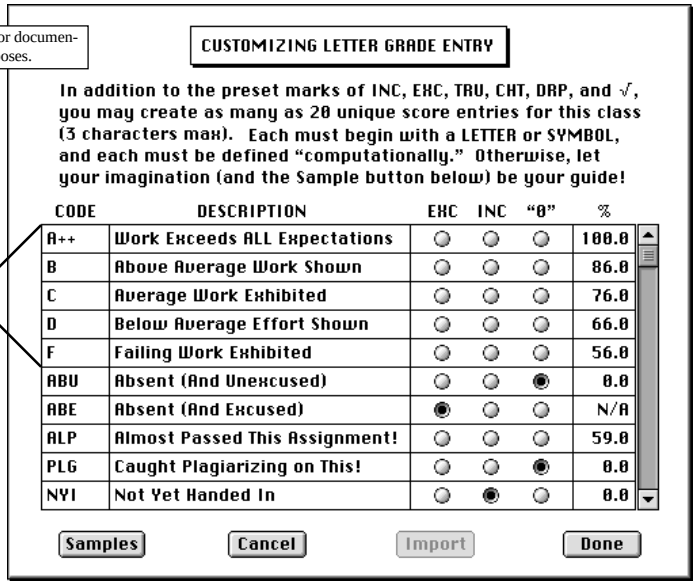

Please indicate below how you wish to calculate INC (Incomplete) assignments:
Calculate INC as Incomplete. (INC = 0%)
Calculate INC as Excused. (INC = EXC)
Select this option if you wish to evaluate ONLY those assignments which have been completed at any given time.
Cancel
OK

■ Customizing Letter Grades


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

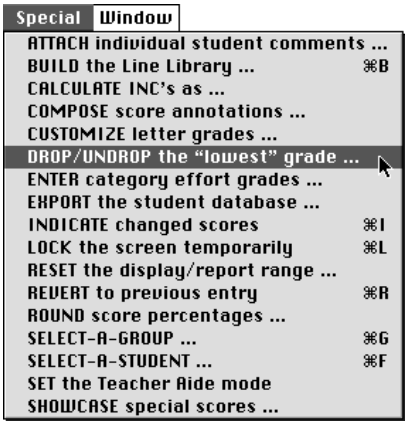
Have you ever had one of those assignments that seemed to defy objective quantification? (You know . . . points earned out of points possible.) If you haven't yet, you probably will; and when that situation arises, *Making the Grade* will be there for you. With this feature you can create any kind of custom letter grade or symbol—or mixture of the two—you need to help assess your students' academic progress and to motivate them to higher planes of achievement.

Screen modified slightly for documentary and instructional purposes.


CUSTOMIZING LETTER GRADE ENTRY
In addition to the preset marks of INC, EXC, TRU, CHT, DRP, and √, you may create as many as 20 unique score entries for this class (3 characters max). Each must begin with a LETTER or SYMBOL, and each must be defined "computationally." Otherwise, let your imagination (and the Sample button below) be your guide!
CODE DESCRIPTION EXC INC "0" %
A++ Work Exceeds ALL Expectations 100.0
B Above Average Work Shown 86.0
C Average Work Exhibited 76.0
D Below Average Effort Shown 66.0
F Failing Work Exhibited 56.0
ABU Absent (And Unexcused) 0.0
ABE Absent (And Excused) N/A
ALP Almost Passed This Assignment! 59.0
PLG Caught Plagiarizing on This! 0.0
NYI Not Yet Handed In 0.0
Samples
Cancel
Import
Done

Important: If you're a teacher who prefers to work *exclusively* with a traditional letter grade system (A through F), all you must do is enter those characters in the first column at right, give them a brief definition, and then assign a computational value to each: EXC, INC, "0", or a single percentage. Then, every time you enter a "C," for example, your Mac will show that character on screen and in students' take-home reports and compute the mark behind the scenes as a 76% of the assignment's total value. Is that flexibility or what?

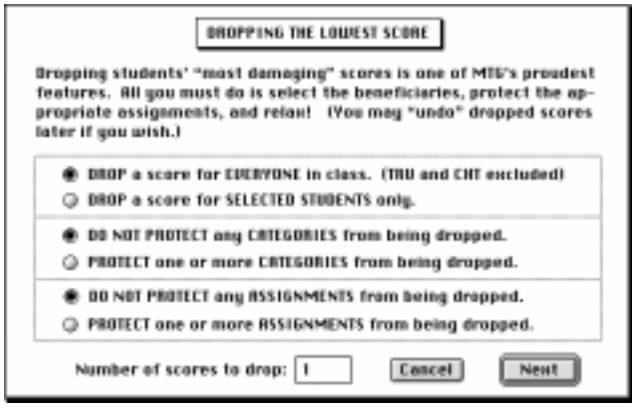
■ Dropping/Undropping the "Lowest" Grade


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

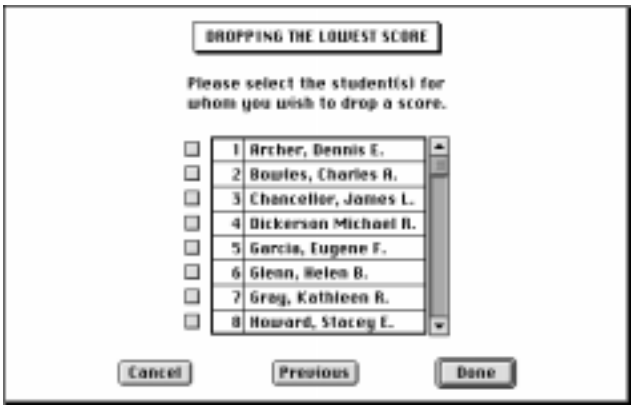
And now for your students' favorite feature of *Making the Grade*! We all know that one of the most generous acts we can perform for our charges is to allow them to toss out one or more of their least productive scores within a grading period. Everyone has "one of those days" in a quarter or semester, so wouldn't it be nice if we could quickly, easily, and with certainty forgive the most damaging score recorded for everyone? Of course! But a host of nagging questions immediately arises here: Exactly which score *is* the most damaging? Shouldn't some **assignments** be protected from the dropping process? Shouldn't some categories? **And just how much time and effort will all of this take?** The truth is that even with five or six classes containing 35 assignments and 35 students each**, about 15 seconds total**. That's it!

FYI: A great many Macintosh gradebooks tout the ability to drop a student's "lowest score." In truth, such programs usually excuse the assignment with the lowest percentage, regardless of its relative influence within a students's (possibly weighted) cumulative grade. *Making the Grade*, however, employs a true bubble sorting routine which drops each one of a student's grades, recomputes the new overall score each time, and then decides which one was, in fact, the "most damaging." And it does in under fifteen seconds what it would take an accountant several hours to do by hand. Imagine what you can do with the time you'll save!

The process for excusing the most damaging scores is quite simple, involving only three decisions on your part. As shown in Screen 1 below, you must decide (1) whether **everyone** should receive the benefit of this process, (2) whether any **categories** should be protected from the dropping process, and (3) whether any specific **assignments** should be exempted.


DROPPING THE LOWEST SCORE
Dropping students' "most damaging" scores is one of MtG's proudest features. All you must do is select the beneficiaries, protect the appropriate assignments, and relax! (You may "undo" dropped scores later if you wish.)
DROP a score for EVERYONE in class. (TRU and CHT excluded)
DROP a score for SELECTED STUDENTS only.
DO NOT PROTECT any CATEGORIES from being dropped.
PROTECT one or more CATEGORIES from being dropped.
DO NOT PROTECT any ASSIGNMENTS from being dropped.
PROTECT one or more ASSIGNMENTS from being dropped.
Number of scores to drop: 1
Cancel
Next

Screen 1: Dropping the Lowest Grade Preferences



Screen 2: Selecting the Beneficiaries

Screen 3: Protecting Assignment Categories

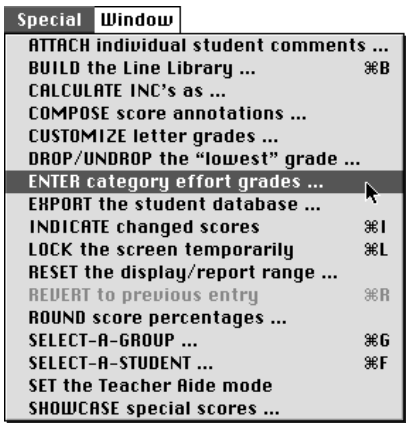
DROPPING THE LOWEST SCORE
Please select the ASSIGNMENTS you wish to protect from the dropping process.
Value
1 Author Identification Exercise [09/07] 50
2 PRETEST: Spelling/Vocabulary Dev [09/07] ✓
3 Spelling/Vocab Unit 01 Homework [09/08] 41
4 Spelling/Vocabulary Unit 01 Quiz [09/12] 45
5 Spelling/Vocab Unit 02 Homework [09/13] 50
6 Materials Check 1: Lord of Flies [09/14] 10
7 Spelling/Vocabulary Unit 2 Quiz [09/16] 50
8 Spelling/Vocab Unit 03 Homework [09/19] 36
Cancel
Previous
Done

Screen 4: Protecting Specific Assignments

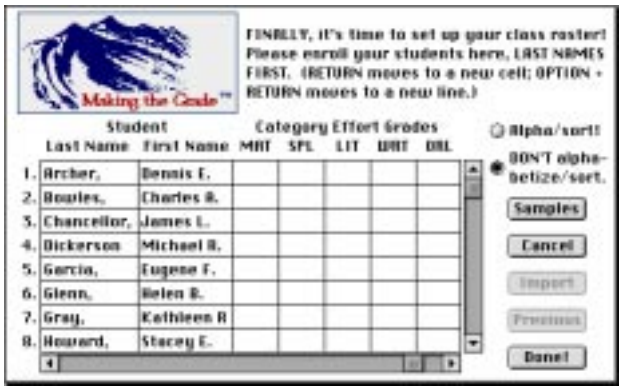
Dropping the Lowest Grade RULES AND REGULATIONS:

1. You must have recorded at least **two** "droppable" assignments in a gradebook or weighted category before you may drop a most damaging score. This feature is designed to *raise* students' grades, of course; and if only one eligible score is recorded, dropping *it* will effect an **N/A** (which we do not consider an improvement). By the same token, students will not receive a DRP if they have no scores which, when excused, raise their overall grade.
2. We will drop the most damaging score for a student only if that entry is a **numerical value** (including 0) or an **Incomplete**. We will *not* excuse the scores of **TRU** or **CHT** (for ethical reasons), nor **EXC**, **DRP**, or √ for logical ones. By the way, you may wish to assure your students that no extra credit scores will ever be dropped in this process.
3. You may not manually enter a **DRP** in your gradebook—*Making the Grade* reserves that score exclusively for its automatic dropping feature. You may **REVERT** to a **DRP**, but not originate one. **EXC** serves the same function, of course, and you may utilize it at will. Our intent with the **DRP** score is to enable your students to differentiate between automated, coldhearted forgiveness and that emanating from your warm, loving heart!

■ Entering Category Effort Grades

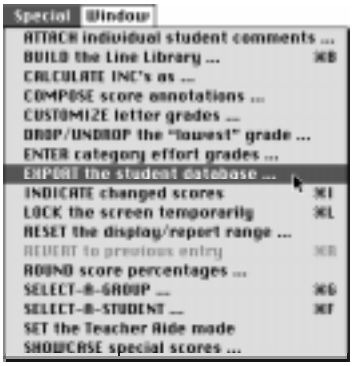

Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

If you're a primary school teacher who uses a single gradebook file for your class—with skill areas as category setups—you'll recognize right away the purpose of this feature. Most school systems around the country require a separate effort grade for each discipline within an elementary class. Consequently, *Making the Grade* provides ten fields within the database for recording these marks and placing them in students' progress reports later. The only restriction here is the three-character limit placed on each mark.


Making the Grade™
FINALLY, it's time to set up your class roster! Please enroll your students here, LAST NAMES FIRST. (RETURN moves to a new cell; OPTION + RETURN moves to a new line.)
Student
Last Name First Name
Category Effort Grades
MAT SPL LIT WRT DRL
1. Archer, Dennis E.
2. Bowles, Charles B.
3. Chancellor, James L.
4. Dickerson Michael B.
5. Garcia, Eugene F.
6. Glenn, Helen B.
7. Gray, Kathleen R
8. Howard, Stacey E.
Alpha/sort!
DON'T alpha-betize/sort.
Samples
Cancel
Import
Previous
Done!

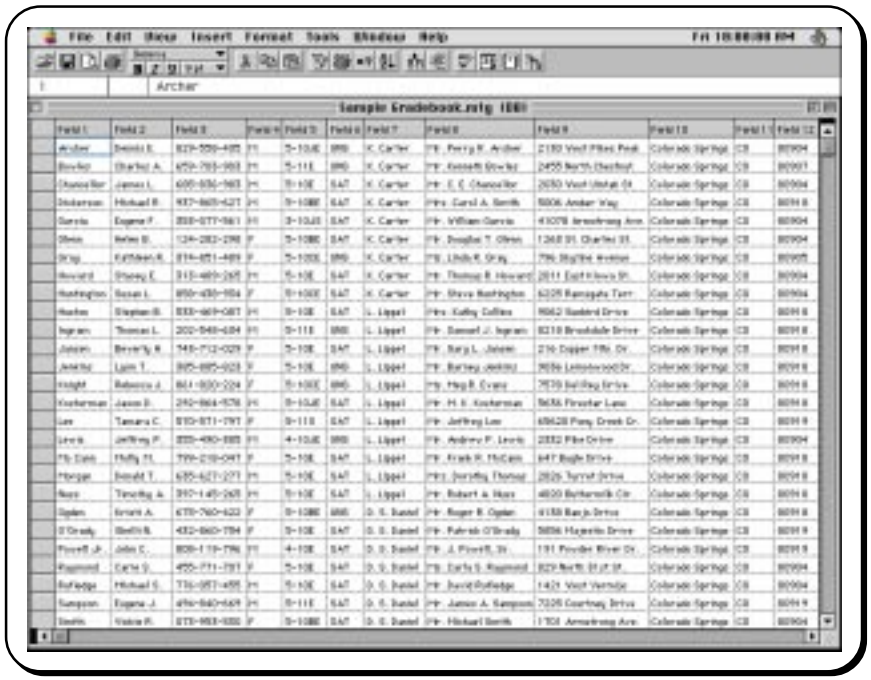
■ Exporting the Student Database

If ever there was a special feature in *Making the Grade* that reeked of raw reporting power, it is this one . . . the ability to "dump" the entire student database in raw ASCII form for import into the greater application of your choice. If you presently own Microsoft Works™, ClarisWorks™, FileMaker Pro™, or similar package, you will absolutely *adore* this feature, for with it you can create mailing labels, field trip notices, emergency notification cards, folder labels, and the like at the touch of a button (or two). Interestingly enough, this capability has always existed within *MtG* in the **Export student data** segment of the program (under **File**), but it involved too many mouse clicks and too much searching around in the 100+ fields listed there. With this new and improved interface, however, you can export the complete database for as many students as you wish, from as many 30


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

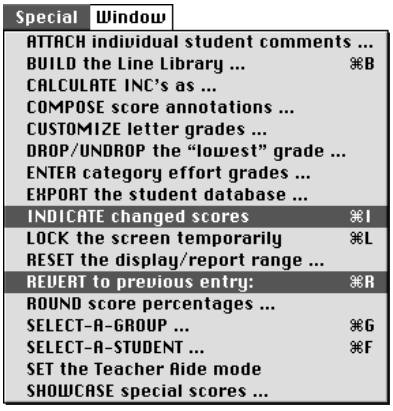
separate classes, any time you wish. The screen at right features a full class database opened in **Microsoft Works™**. With this or similar database tool you can manipulate student records and fields in whatever manner you may require, merging them later with your favorite word processor for hardcopy publication.

SPECIAL NOTE: If generating mailing labels is of particular interest to you, please keep in mind that the **Avery** company offers a remarkable series of Laser Labels and integrated software templates in such programs as WordPerfect™, Microsoft Word™, Lotus Word™, Lotus Ami Pro, Now Contact, and more. We use **Remove'Em**™ all the time, and they're great!

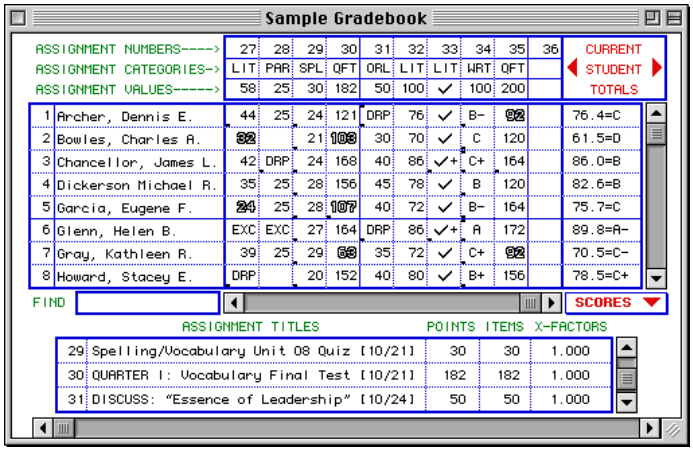


■ Indicating Changed Scores/Reverting to Previous Entry

These two features of *Making the Grade* could prove to be surprising upon first glance, because they reveal another *dimension* to our program, another *level* to its record-keeping ability that remains unique in the industry. Simply put, the gradebook for each of your classes possesses **two layers of scores**, not just the surface one you see on screen and paper. Every cell in the gradebook is capable of showing—and calculating—not only the current, active score, but also the one which preceded it. Every time you edit a score we store the previous entry behind the scenes, just in case you ever wish to peek at it —**or even revert to it**. Sounds great, but how can you tell exactly which of your scores have been changed? Just select the **INDICATE changed scores** function at right, and a **small black box** will appear in the lower left corner of any cell that has been edited. (See assignments 29 and 34 below.)


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry: ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

But then, you may ask, how do you know what the previous score for that assignment *was*? There are two ways, actually. First, click upon any edited score, and then select the **REVERT to previous entry** option shown above. Immediately following the word **entry** you will find a colon and the previous score for that assignment. A second option is to type the "hot key" **Command + R** (for **REVERT**) and see what score appears in the cell. You can always toggle back and forth between old and new scores to see what effect the change has upon a student's overall grade; as long as you don't save the class to disk, no harm is done.


Sample Gradebook
ASSIGNMENT NUMBERS----> 27 28 29 30 31 32 33 34 35 36 CURRENT
ASSIGNMENT CATEGORIES-> LIT PAR SPL QFT ORL LIT LIT WRT QFT STUDENT
ASSIGNMENT VALUES-----> 58 25 30 182 50 100 ✓ 100 200 TOTALS
1 Archer, Dennis E. 44 25 24 121 DRP 76 ✓ B- 92 76.4=C
2 Bowles, Charles A. 92 21 108 30 70 ✓ C 120 61.5=D
3 Chancellor, James L. 42 DRP 24 168 40 86 ✓+ C+ 164 86.0=B
4 Dickerson Michael R. 35 25 28 156 45 78 ✓ B 120 82.6=B
5 Garcia, Eugene F. 24 25 28 107 40 72 ✓ B- 164 75.7=C
6 Glenn, Helen B. EXC EXC 27 164 DRP 86 ✓+ A 172 89.8=A-
7 Gray, Kathleen R. 39 25 29 68 35 72 ✓ C+ 92 70.5=C-
8 Howard, Stacey E. DRP 20 152 40 80 ✓ B+ 156 78.5=C+
FIND
SCORES
ASSIGNMENT TITLES POINTS ITEMS X-FACTORS
29 Spelling/Vocabulary Unit 08 Quiz [10/21] 30 30 1.000
30 QUARTER 1: Vocabulary Final Test [10/21] 182 182 1.000
31 DISCUSS: "Essence of Leadership" [10/24] 50 50 1.000

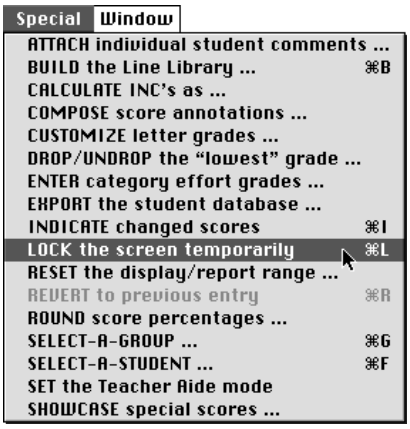
Consider the possibilities of this feature: If you pretest skill and content activities in your classes, you can now record such preliminary scores in your electronic gradebook—*without* adversely affecting students' current overall grades. When you set up

this new assignment entry, give it a point value of √ and then enter your pretest data as usual. The check mark "neutralizes" the entire assignment column, as you know, and no one's cumulative grade is affected in the slightest. Then, when it comes time to record post-test scores, change the value of the assignment from √ to its real **Points Possible**, and enter your new scores right over the old ones. *Making the Grade* will remember the earlier pretest scores and present them for comparative analysis whenever you wish.

Likewise, it is this **REVERT** feature you must use to "undo" an edited score and replace it with its original. Keep in mind, though, that if you ever get off track entering a set of scores, any corrections you make will unavoidably create "previous scores" in the process. However, you can always hide the telltale little boxes again with the **Command + I** "hot key," and no one will be the wiser.

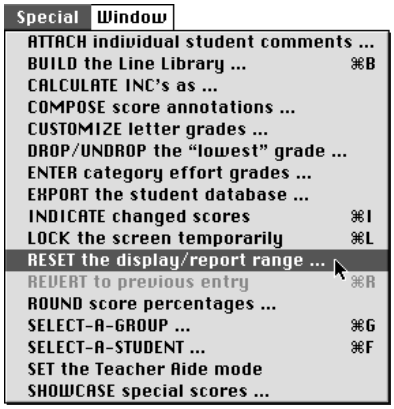
■ Locking the Screen Temporarily

Very little needs to be said about this special feature, of course, but its importance to the security of your gradebook cannot be overestimated—especially if you're fortunate enough to have a desktop or portable Macintosh in your classroom. Every time you're called away from your workstation the opportunity exists for a student or students to prowl around without supervision in confidential data . . . and that we cannot permit. So, a quick stroke of the **Command + L** keys will temporarily blank the screen, disable the program, and bring up the **PASSWORD** entry window. At this point all the usual rules and regulations for regaining full access to your program will apply.


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

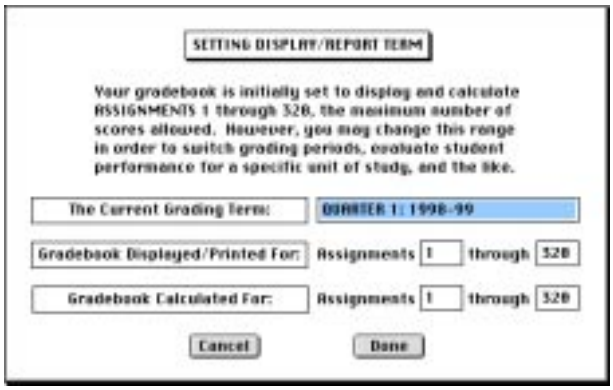
AS EXTRA SECURITY: Even if a student "hacker" does a hard reset of *Making the Grade* or of the CPU itself, fear not . . . for in that scenario the opening password screen is still in the way of unauthorized browsing!

■ Resetting the Display/Report Range


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

This *Making the Grade* feature was designed for those who like to start a new grading period with a fresh gradebook—but at the same time must keep student data close at hand for later computation. That is, when Quarter II arrives, you may be required to begin with a clean slate for everyone, knowing fully well that Quarter I's scores will be factored into a final grade in another few weeks. Although this may appear to be a complicated process, starting over from "ground zero" when grading periods change is a simple two-step process requiring the modification of a maximum of five fields.

Step 1: When an official grading period changes, so should its official title (in all likelihood). All you must do is click in the highlighted box below to update the name of the current grading term, keeping in mind that changing this entry *here* changes it internally everywhere else (including the first class setup screen).


SETTING DISPLAY/REPORT TERM
Your gradebook is initially set to display and calculate ASSIGNMENTS 1 through 320, the maximum number of scores allowed. However, you may change this range in order to switch grading periods, evaluate student performance for a specific unit of study, and the like.
The Current Grading Term:
QUARTER 1: 1998-99
Gradebook Displayed/Printed For:
Assignments 1 through 320
Gradebook Calculated For:
Assignments 1 through 320
Cancel
Done

Step 2: You may modify any or all of these four values to reflect the parameters of the new grading period. Most likely, you'll change only the first sets of numbers to indicate the new starting point of your gradebook. That is, if Quarter I contains 40 assignments, then Quarter II must begin with assignment 41.

Setting the display/report range RULES AND REGULATIONS:

1. All new *Making the Grade* classes automatically default to the maximum display/report range of 1 through 320 assignments.

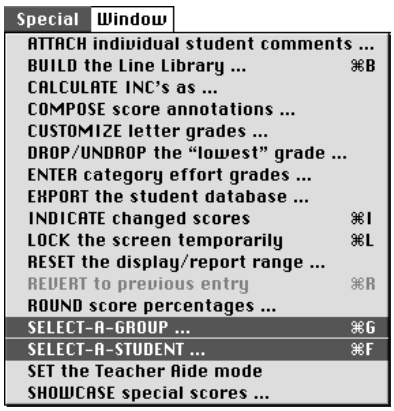
2. The number of the first assignment in the display/report range must be less than (but not 0), equal to, or only one greater than the **number of assignments** recorded thus far. That is, if you have recorded 40 assignments for Quarter I and wish to change the display/report range, you may enter any number between 1 and 41 as the starting point of your new gradebook. **We permit no columnar gaps in your official class record**.

3. The first assignment number in the display/report range must be less than or equal to the last assignment number in the range. That is, you may display assignments 40 through 80 or even 40 through 40 if you wish—but ***not*** 40 through 25. Down with *non sequitur*s!

4. Changes in the display/report range parameters take place immediately upon clicking the **Done** button. However, remember that no change is permanent until you save the class to disk once again.

5. Also keep in mind that even though your gradebook is being displayed and calculated for, say, assignments 40-80, assignments 1-39 are still "there," just waiting to be activated again when the appropriate time comes. Nothing is ever erased or otherwise destroyed with this feature—it is only stored temporarily in a back room of sorts, awaiting your beck and call.

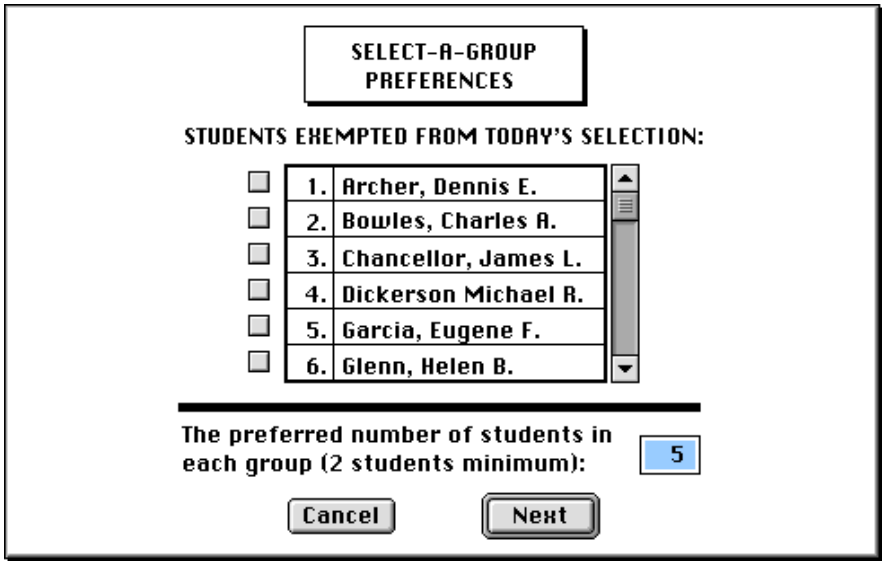
■ Selecting-A-Group and Selecting-A-Student


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

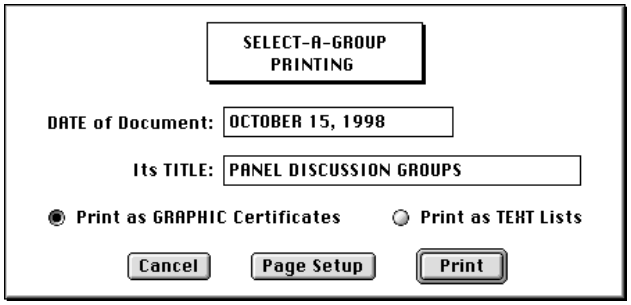
And now, two favorite features of *Making the Grade*! As the first official users of *Grade Busters Mac*, we can't tell you how much fun we (and even my students) had with these functions. In fact, sophomores and seniors alike became virtually addicted to them—so much so that almost no one would volunteer for anything—collectively or individually—without "Saggy and Sassy" (*their* nicknames, formed from the acronyms). I personally found both functions indispensable after a few uses, for they ably took the heat off my shoulders when it came to picking students for group or solo activities, placing it squarely on the circuits of a fair, disinterested microchip where it belongs!

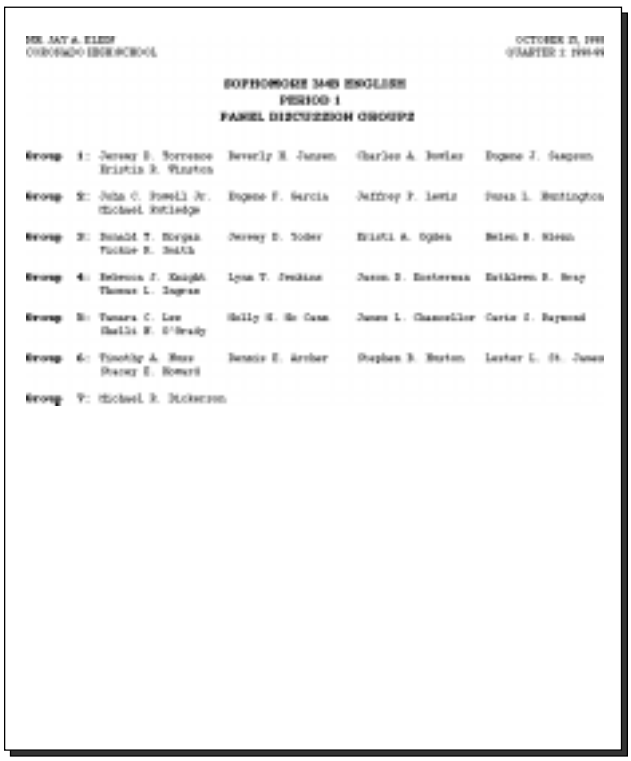
To be sure, much consternation has been voiced recently, in both public and private circles, concerning the selection of students within cooperative learning situations. *Do* we tend to favor boys over girls as volunteers for math problems, say, and girls over boys when it comes to music and literature questions? Is it even *possible* to be impartial and unbiased in such an intricate, value-based selection process? **Yes, it is now!**

SELECT-A-GROUP: You will note that the first screen of this feature is remarkably similar to the second screen of **S-A-S**. Your first step at this point is to exempt students not available for the learning activity at hand; then you must decide how many of the remaining students should be placed into each assemblage. (By the way, we define **group** as a minimum of two students who can work together for a reasonable length of time without trying to strangle each other.)



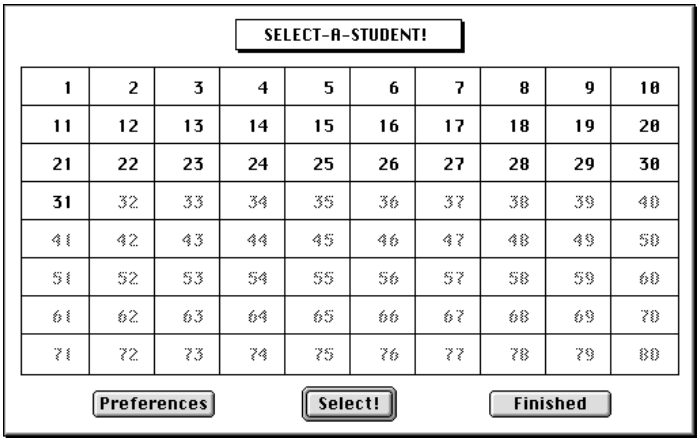
Once this number has been entered, we divide it into the number of active participants in class, and the number of groups is set. Keep in mind that some of your students may appear in groups smaller than the preferred number at right, but 'tis unavoidable. Whoever is "left over" must be re-placed by hand.



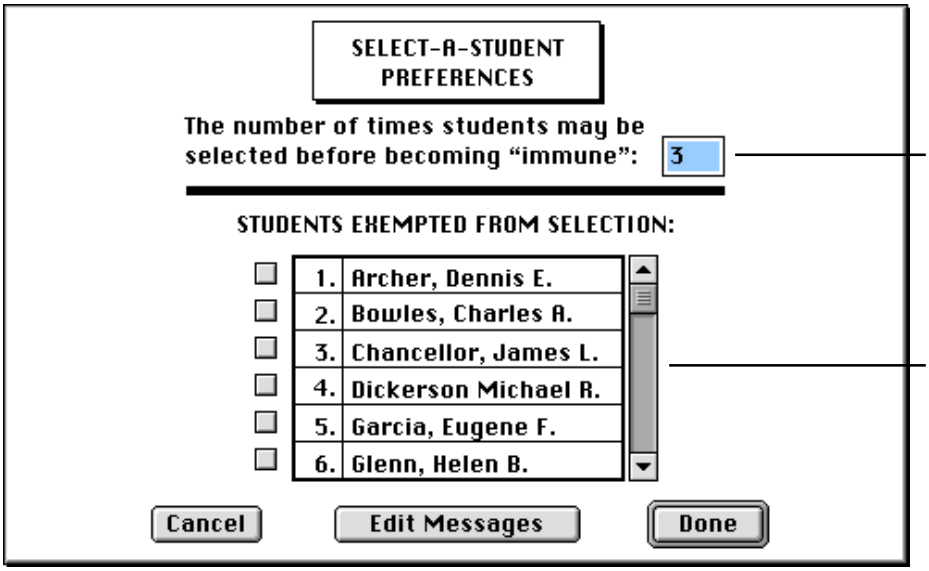


And here they are—the official presentations of *Making the Grade* Select-A-Groups and their constituents. You will note that we offer two very different configurations of these lists: the certificate-like version above (**Print as GRAPHIC Certificates**, one grouping per page) and the text-based catalog at left (**Print as TEXT Lists**, all groups on a page).

An Insider's Tip: If you'd like to print all of your groups on a single page—but in certificate form—the Mac OS will come to your aid. When each of the above graphics is displayed on your screen, press **Shift + Command + 4** (in that order and holding down each key). A set of cross-hairs will replace your cursor, with which you can click and drag a constrained snapshot of the window at hand. All captures will appear in your Mac's main window as "Picture 1," "Picture 2," and so on, and all can be imported into the graphics program of your choice, trimmed and rearranged, and then printed for posting on your classroom bulletin board.



SELECT-A-STUDENT: You will notice on the first screen of this feature that only those roster position numbers representing **active students** are black and selectable—all absent or dropped students and empty roster slots are automatically dimmed and "out of play." Before you click **Select!** and commence the **SAS** process, however, take a look at the **Prefs (Preferences)** box below:



You know how most students are—choose 'em once in a class discussion and they think they're invisible for the rest of the period! Should they be? *You* decide here how many times **SAS** can elect your charges for participation before they become immunized.

Likewise, you may exempt anyone from the **SAS** process by clicking on his or her name here. Be sure to remove anyone who is absent or otherwise should not be chosen for personal, emotional, physical, or financial reasons.

Once you return to the main **SAS** screen and click **Select** (or press **Return**), you'll hear a series of short musical tones as the computer moves the selection box around the grid. The chooser dramatically slows as it moves among still-active roster position numbers until the winner's name finally appears!

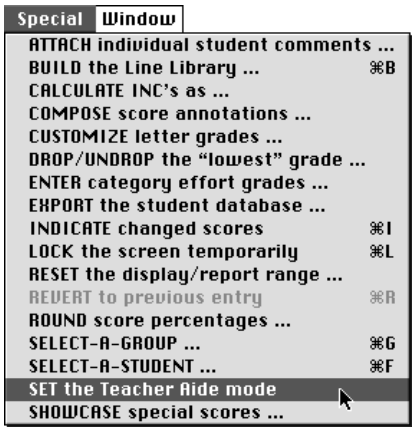
The sample screen at right is identical for all selectees except for the **message field** below the student's name. There you'll see a series of customizable remarks which will, no doubt, raise your students to unheard-of levels of excitement and commitment to academic excellence! Two such comments:

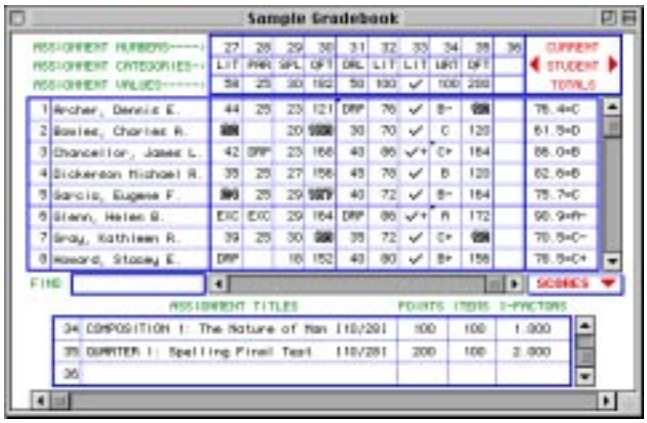
You don't have to wait a moment longer— the spotlight is all yours!

You have our permission to sit this one out . . . N O T !

Setting the Teacher Aide Mode

Call it paranoia (or a heightened awareness of FERPA regulations), but it's difficult for many of us to permit students, paraprofessionals, secretaries, or other helpful souls to enter data—unsupervised—into our gradebooks and attendance records. First among many concerns, of course, is the issue of **accuracy**. We know *we're* not perfect—and we have a personal, firsthand involvement with such data! So how can we be comfortable with others' more casual involvement with our students' records? Other concerns lie in the areas of privacy and security. Should a third party be privy to sensitive and proprietary information and, hence, have virtually unrestricted editorial control over it? For all these reasons and more, most of us could never entertain the thought of a teacher aide—until now. Selecting the **Teacher Aide Mode** from the **Special** menu automatically transforms the "regular" gradebook screen below left into the "empty" spreadsheet seen on the right.


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...



In the second sample screen above you'll notice that all student scores have momentarily disappeared and that the first available assignment column is now 36. And therein lies the beauty of this special function: Your aide will be completely free to enter **new assignment** information **only**, and he or she may not change, access, peruse, browse around in, print out, or otherwise examine any other data. Should your helper "accidentally" attempt to enter a restricted area, the familiar screen at left will appear, asking for your password as authority to see such information.

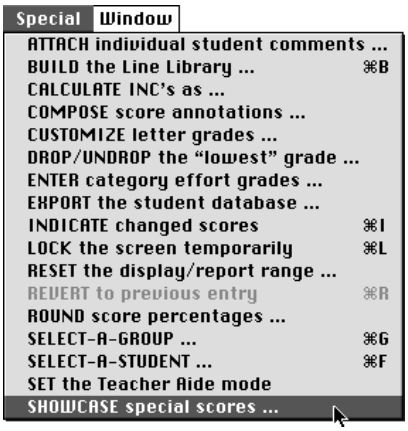
Macintosh®
Version 7.6
Making the Grade™
Jay Klein Productions, Inc.
©1991-99 All rights reserved.
Please enter your password:
Your program is currently "locked" in the TEACHER AIDE mode. Please enter your password to regain access to Gradebook and Daily Record data.
Cancel
Enter

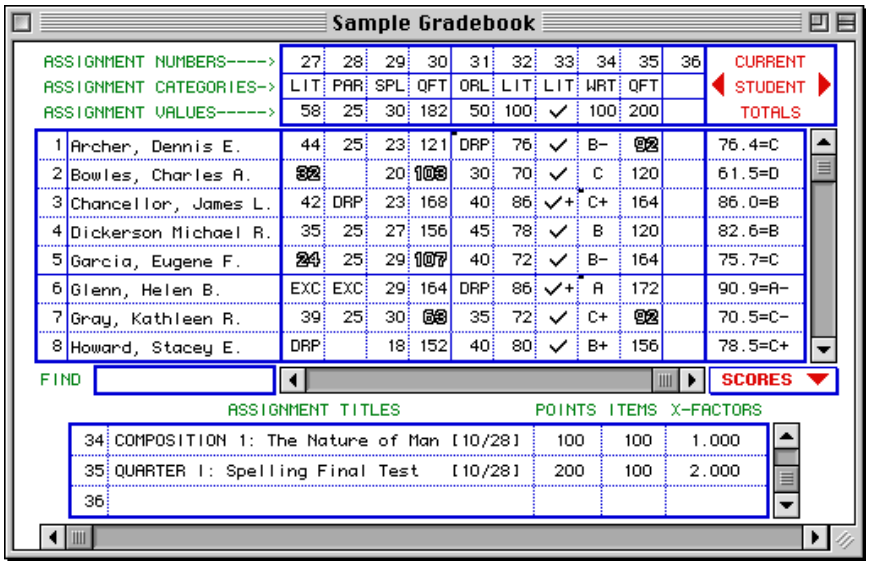
Keep in mind that selecting the **Teacher Aide** mode sets the *MtG* application itself to that configuration, and not just the class file that is currently open. That is, if your aide closes Period 1 and then opens, say, Period 3, it too will be set to the restricted entry mode. Closing the program, relaunching it, and then opening another class effects the same result. There is simply no way to circumvent this security measure without your password, so guard your code carefully!

Showcasing Special Scores

Last, but certainly not the least, of the *Making the Grade* **Special** functions is the ability to highlight scores (or ranges of scores) in a special font within the gradebook screen. Entirely a display function, the **SHOWCASE special**

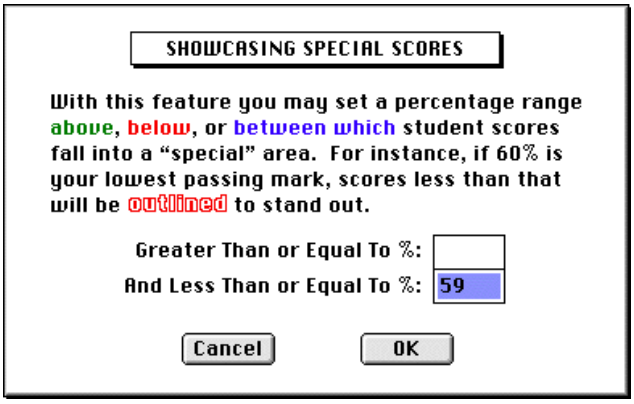
scores feature is intended to emphasize at a glance those student assignments you determine to be of a particularly noteworthy nature—good or bad. No doubt, you've noticed the **outlined** scores sprinkled throughout many of the sample gradebook screens earlier in the documentation. Finally you know *why* they're displayed that way!

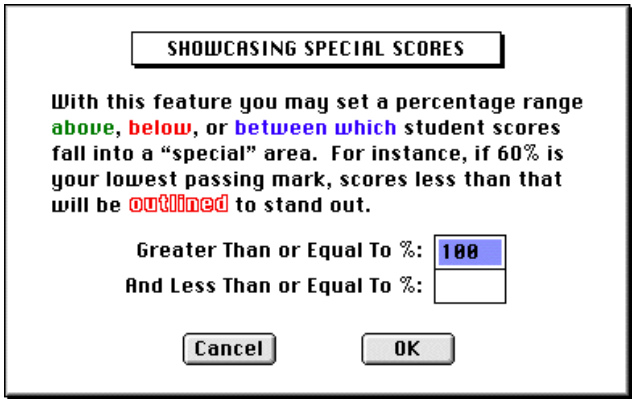

Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...


Sample Gradebook
ASSIGNMENT NUMBERS----> 27 28 29 30 31 32 33 34 35 36 CURRENT
ASSIGNMENT CATEGORIES-> LIT PAR SPL QFT ORL LIT LIT WRT QFT STUDENT
ASSIGNMENT VALUES-----> 58 25 30 182 50 100 ✓ 100 200 TOTALS
1 Archer, Dennis E. 44 25 23 121 DRP 76 ✓ B- 92 76.4=C
2 Bowles, Charles A. 32 20 108 30 70 ✓ C 120 61.5=D
3 Chancellor, James L. 42 DRP 23 168 40 86 ✓+ C+ 164 86.0=B
4 Dickerson Michael R. 35 25 27 156 45 78 ✓ B 120 82.6=B
5 Garcia, Eugene F. 24 25 29 107 40 72 ✓ B- 164 75.7=C
6 Glenn, Helen B. EXC EXC 29 164 DRP 86 ✓+ A 172 90.9=A-
7 Gray, Kathleen R. 39 25 30 68 35 72 ✓ C+ 92 70.5=C-
8 Howard, Stacey E. DRP 18 152 40 80 ✓ B+ 156 78.5=C+
FIND
SCORES
ASSIGNMENT TITLES POINTS ITEMS X-FACTORS
34 COMPOSITION 1: The Nature of Man [10/28] 100 100 1.000
35 QUARTER 1: Spelling Final Test [10/28] 200 100 2.000
36

Showcasing the Down Side

The outlined scores shown above are those which resulted from the criteria entered at right—specifically, all scores having a value equal to or less than 59% of an assignment's total points possible. With this setup one's attention is drawn immediately to the failing scores within this class. Keep in mind that the whole numbers entered in these boxes will also include any and all decimal values attached thereto (59.99%).


SHOWCASING SPECIAL SCORES
With this feature you may set a percentage range above, below, or between which student scores fall into a "special" area. For instance, if 60% is your lowest passing mark, scores less than that will be outlined to stand out.
Greater Than or Equal To %:
And Less Than or Equal To %: 59
Cancel
OK


SHOWCASING SPECIAL SCORES
With this feature you may set a percentage range above, below, or between which student scores fall into a "special" area. For instance, if 60% is your lowest passing mark, scores less than that will be outlined to stand out.
Greater Than or Equal To %: 100
And Less Than or Equal To %:
Cancel
OK

Showcasing the Up Side

The screen at left reveals how easy it can be to highlight your students' positive achievements, as well as their negative ones. Entering 100% in the first box (and leaving the second empty) will result in every perfect—**and extra credit**—score's being outlined in your gradebook display. (Highlighted/outlined scores will appear in their regular font styles within student take-home reports. Once again, this is a display feature only.)

TIPS TRICKS TRADE SECRETS

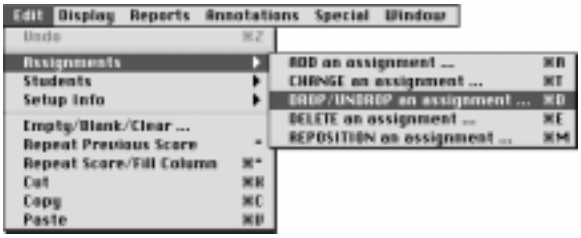
and more TROUBLESHOOTING

A TIP!

Starting a New Grading Period

So it's that time of year already? How time does fly when you're having fun! One marking period has come and gone, and it's time to begin anew in your electronic gradebook. So how's this feat performed in *Making the Grade*, you may ask? Actually, there are at least three ways to effect the commencement of a new term, each of which possesses its own unique advantages and psychological ramifications for your students.

CLASS CARRYOVER METHOD I



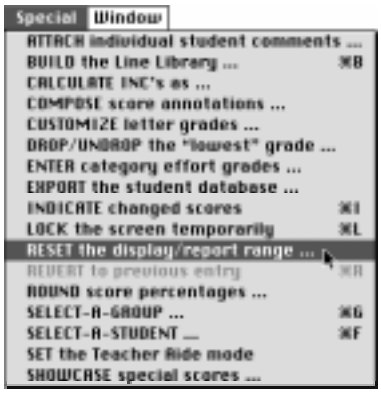
We call the first of our three class carryover options the "Phantom of the Marking Period." It begins under the **Edit > Assignment > Drop/ Undrop an assignment** menu (left) and involves the option screen shown below.

The functional essence of the "Phantom" carryover is to stay within this class as the new period begins—but to **drop** (temporarily) all of the assignments recorded for the previous term. This is performed in the screen at right with the **Drop All** button, one we provided so you won't have to select each activity title by hand.

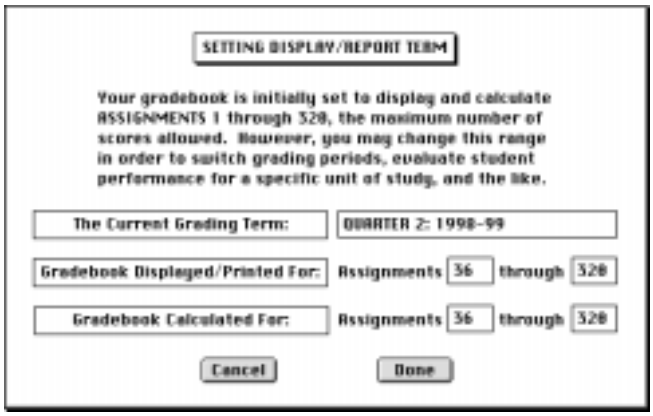
DROPPING AN ASSIGNMENT
Please select the ASSIGNMENT(S) you wish to DROP for now. They will be removed from all computations until they are UNDROPPED/reactivated.
Active
1 Author Identification Exercise [09/07] 30
2 PRETEST: Spelling/Vocabulary Dev [09/07] ✓
3 Spelling/Vocab Unit 01 Homework [09/08] 41
4 Spelling/Vocabulary Unit 01 Quiz [09/12] 45
5 Spelling/Vocab Unit 02 Homework [09/13] 50
6 Materials Check 1: Lord of Flies [09/14] 10
7 Spelling/Vocabulary Unit 2 Quiz [09/16] 50
8 Spelling/Vocab Unit 03 Homework [09/19] 36
Cancel
Drop All
Undrop All
OK

You'll notice that once you return to the gradebook that all assignment data have been **dimmed**, and that the Current Student Totals column is filled with the **N/A** acronym. And there you have it—the "Phantom" carryover! All of the last period's assignments are still "there," ghostlike, for your students to see. But they're not being computed, for a new term has begun. (Neither will they be included in any take-home printouts.)

CLASS CARRYOVER METHOD II


Special
Window
ATTACH individual student comments ...
BUILD the Line Library ... ⌘B
CALCULATE INC's as ...
COMPOSE score annotations ...
CUSTOMIZE letter grades ...
DROP/UNDROP the "lowest" grade ...
ENTER category effort grades ...
EXPORT the student database ...
INDICATE changed scores ⌘I
LOCK the screen temporarily ⌘L
RESET the display/report range ...
REVERT to previous entry ⌘R
ROUND score percentages ...
SELECT-A-GROUP ... ⌘G
SELECT-A-STUDENT ... ⌘F
SET the Teacher Aide mode
SHOWCASE special scores ...

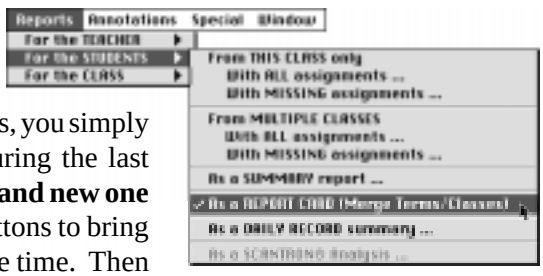
The second of our three carryover options, the "Faux-Fresh Start" method, begins under the **Special > Reset the display/report range** menus. Students often perceive this method as "forgive and forget," for within it all of last term's assignments *seem* to have disappeared.


SETTING DISPLAY/REPORT TERM
Your gradebook is initially set to display and calculate ASSIGNMENTS 1 through 320, the maximum number of scores allowed. However, you may change this range in order to switch grading periods, evaluate student performance for a specific unit of study, and the like.
The Current Grading Term:
QUARTER 2: 1998-99
Gradebook Displayed/Printed For:
Assignments 36 through 320
Gradebook Calculated For:
Assignments 36 through 320
Cancel
Done

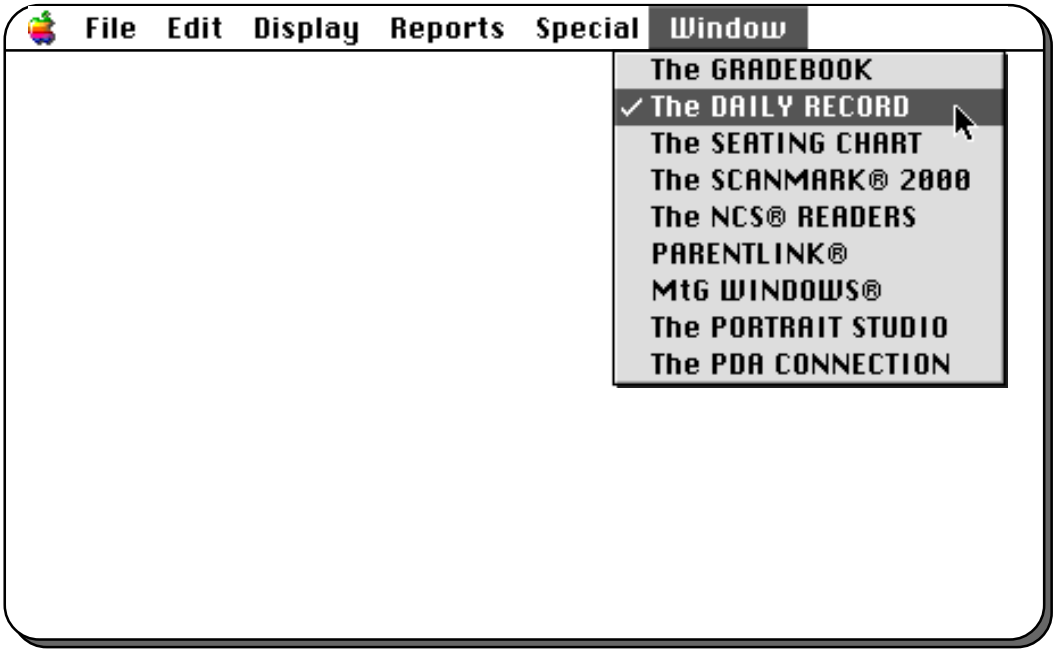
The truth is, however, that it's the same old class—but cleverly repackaged. Your first step here, of course, is to give the **Current Grading Term** a new name. Then you must change the number of the first assignment in the new term to **one more** than that recorded in the previous. That is, since 35 assignments were recorded in Quarter 1 of our Sample Gradebook, we reset the Quarter 2 marking period to evaluate assignments 36 and beyond. You'll note that you also have the option to **display and report** only assignments 36-320, but **calculate** students' overall grades **for the entire marking period—assignments 1-320!** Either way, the gradebook screen (above left) *seems* to have been emptied and begun anew, but you'll note that the first available assignment column is #36, not #1. Keep in mind that hardcopy take-home reports will include only active assignments (thereby saving tons of paper), but a message will be included in the header reminding students and parents that other assignments are being calculated as well (if such is your decision).

CLASS CARRYOVER METHOD III

The last of our three carryover options is the "Chuck Everything and Just Start Over" method of term renewal. That is, you simply archive the class you used during the last grading period, and create a **brand new one** for this—using the **Import** buttons to bring in all duplicate data and to save time. Then use the External Report Card function to combine all related classes (up to 15) later.



Setting Up The Daily Record



Okay, we know what you're thinking, and it probably goes something like this:

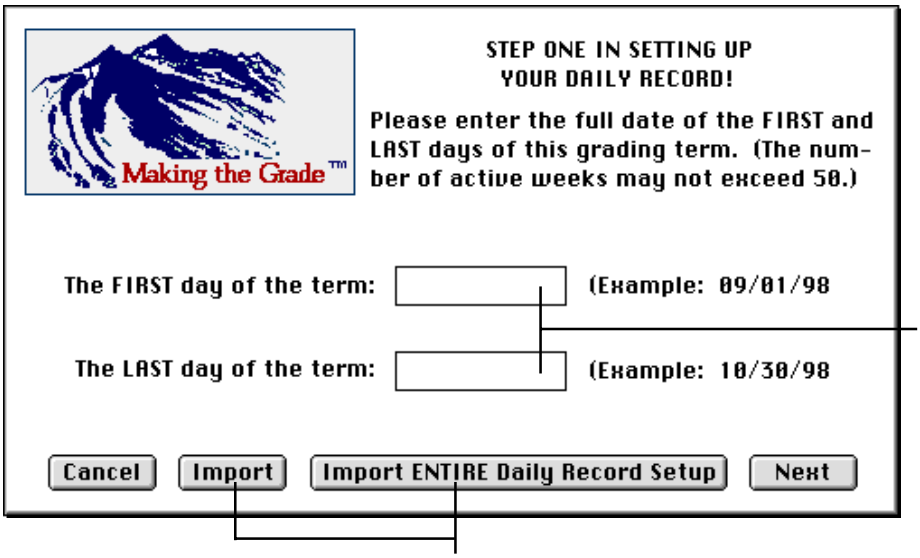
"Daily Record? You mean Attendance Record, don't you, and who needs that? I already take attendance once for those guys in the office, so I'm certainly not going to do it twice!"

If this is even close to your initial reaction to the *MtG* Daily Record, you have our most sincere sympathies. We've been there too. But bear with us a moment longer as we endeavor to change your first impression into a second, more exciting one—that the Daily Record **may** be more powerful than your gradebook when it comes to rewarding, modifying, and documenting student performance in your classroom! Temporarily set aside the obligatory attendance categories of ***absent***, ***tardy***, ***excused***, ***unexcused*** and the like in your mind, and conjure up a few *other* daily classroom behaviors you always wanted to report to parents and administrators. Really, haven't you always secretly longed to document those specific days when a student:

POSITIVELY	OR	NEGATIVELY
cooperated in group activities		***came to class unprepared***
helped others in class		***fell asleep during lesson***
made your day/week/year		***exhibited disruptive behavior***
improved classroom attitude		***did not bring materials***
was well prepared for class		***forgot lunch money***
dressed out for gym		***used inappropriate language***
completed lab worksheets		***abused others' property***
volunteered for extra work		***talked too much in class***

If so, this is your golden opportunity. And now you know one of the primary reasons we renamed the original ***Grade Busters 1/2/3*** **Attendance Record** the new ***Making the Grade*** **Daily Record**—there is much more in heaven, earth, and the American classroom than is dreamt of in most data processing offices. So let your imagination be your guide once again, and start thinking about those "interesting" phenomena you observe every day that parents (and supervisors) might want to know more about.

■ Establishing the Daily Record Term

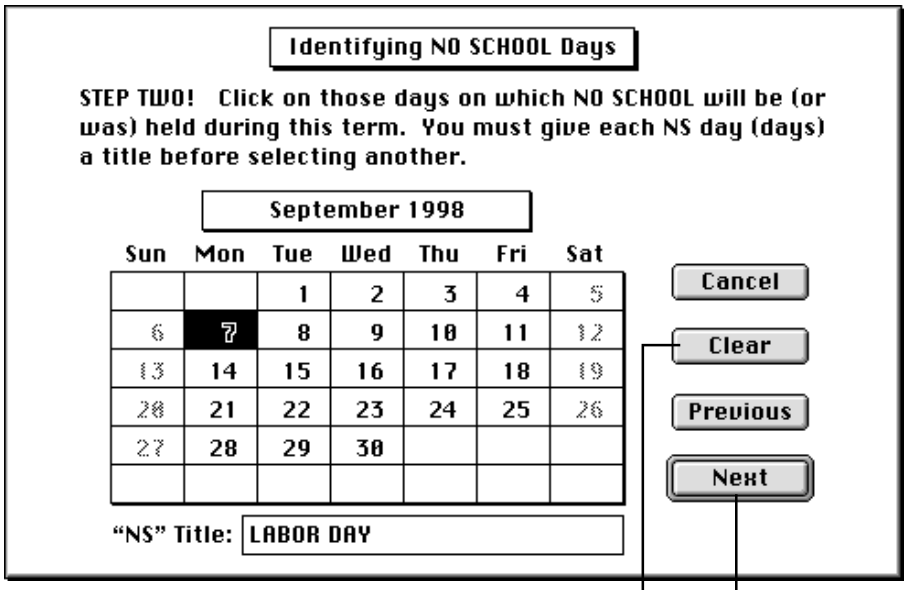

Making the Grade™
STEP ONE IN SETTING UP YOUR DAILY RECORD!
Please enter the full date of the FIRST and LAST days of this grading term. (The number of active weeks may not exceed 50.)
The FIRST day of the term:
(Example: 09/01/98
The LAST day of the term:
(Example: 10/30/98
Cancel
Import
Import ENTIRE Daily Record Setup
Next

Setting up the *MtG* Daily Record is so elegantly simple and self-explanatory, we're somewhat reticent explaining it to you at all. **Step One** (at left) asks you to enter the **first** and **last** days of the school term in question, the only restrictions being that these two dates may not fall on a Saturday or Sunday, *and* that the entire term may not exceed 50 *active* weeks.

You'll be happy to know that once you have set up the Daily Record for *one* of your classes, you can import any or all of that information into others.

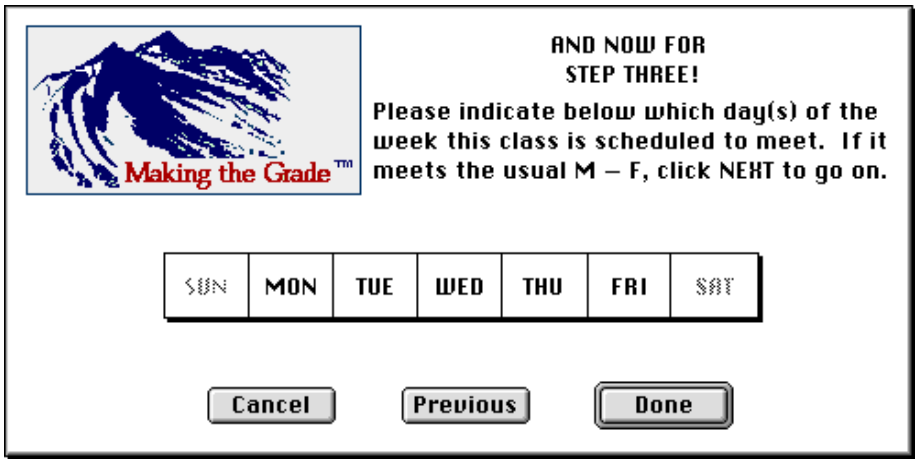
In **Step Two** we present you a graphic, calendared (?) layout of the Daily Record term you set up, asking you next to identify those days on which no school will be held for the class.

All you must do is click on a specific day (or group of days) and then give it (or them) an official "NS" title of no more than 30 characters. Note that all selected days must have a title of at least one character before you may proceed with the next holiday selection.


Identifying NO SCHOOL Days
STEP TWO! Click on those days on which NO SCHOOL will be (or was) held during this term. You must give each NS day (days) a title before selecting another.
September 1998
Sun Mon Tue Wed Thu Fri Sat
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30
"NS" Title: LABOR DAY
Cancel
Clear
Previous
Next

Fret not, by the way, if you discover an error in your selection of "NS" days, for the **Clear** button is the remedy you seek. It will remain dimmed until you click on an errant date; then it will become active, and clicking on it will erase *only that date (or dates)*.

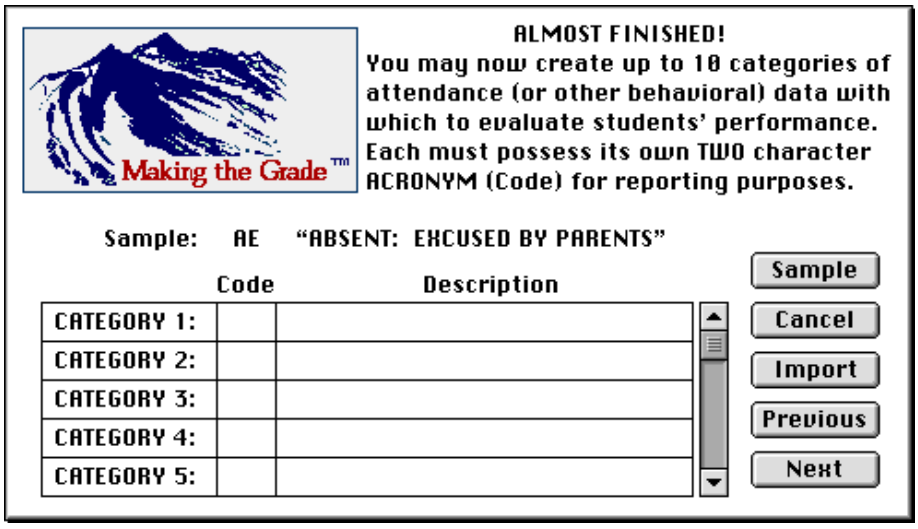
The **Next** button in this part of the Daily Record serves two purposes: first, to enter the "NS" title; and, second, to move to the next screen.



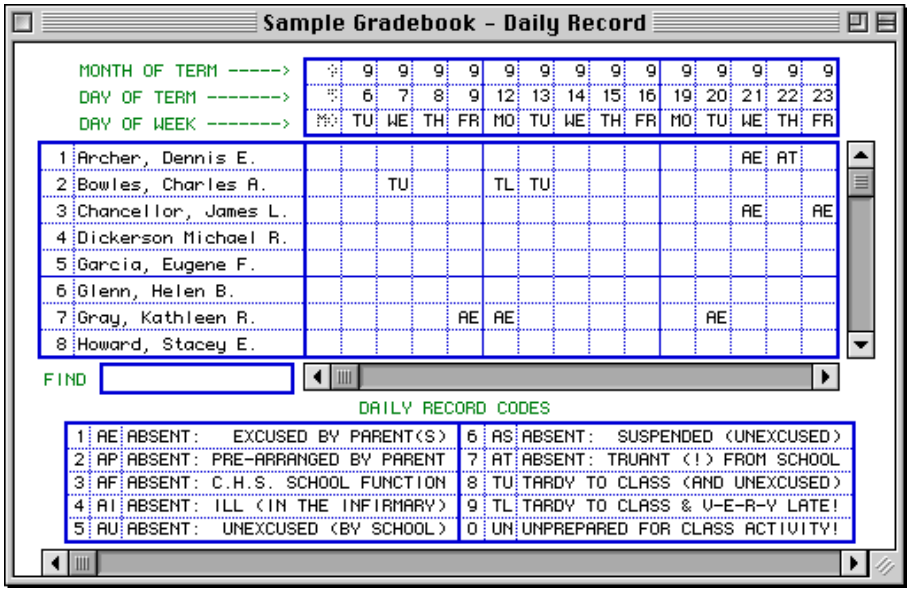
Step Three is entirely a "point and clicker," for here you indicate which days of the school week each class meets. (Sorry, no Saturdays and Sundays are available for now.) Also keep in mind that even if you select only one active day, we will display on screen and print in hardcopy the *complete* five day layout for each week.

Step Four, and the last, asks you to enter the attendance or behavioral information you wish to report to parents and the "powers that be." In the process we ask you to create a one or two character **acronym** for each category you set up, and then describe that phenomenon in 30 characters or less.

NOTE: You will enter each acronym from your keyboard or keypad by typing its **number** only, **1-0** (0 standing for 10).

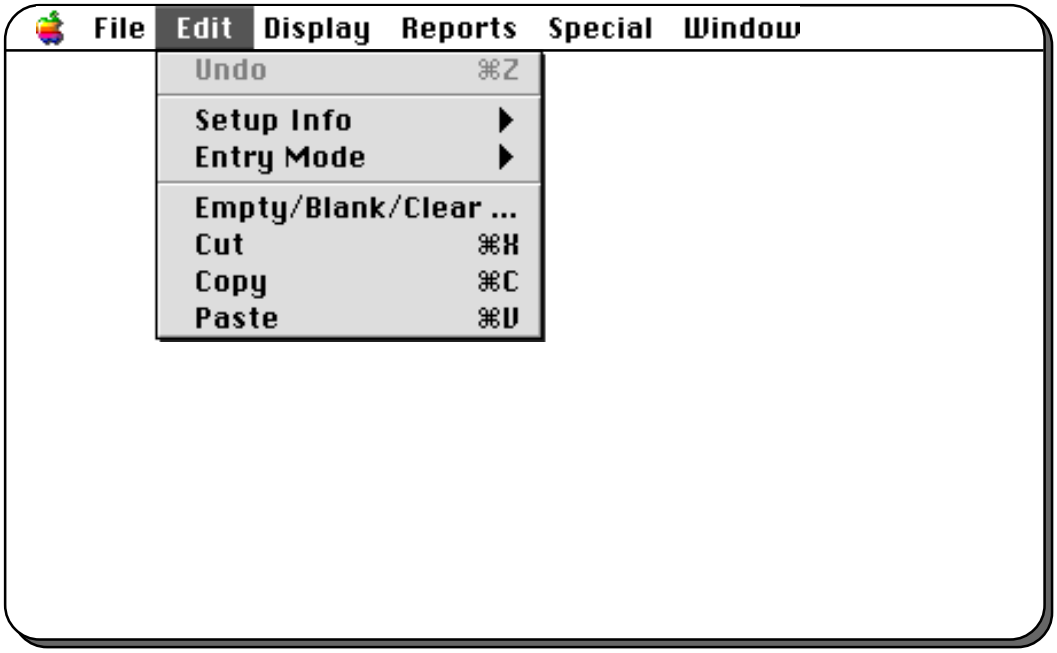


And at long last, here it is—the full Daily Record screen in all its glory! If it looks somewhat familiar to you already, then you have a keen eye, indeed. We patterned it after the main *MtG* gradebook screen as much as possible so you would feel right at home the first time you entered the option. The class you see here is one of mine from the first quarter of the 1994-95 school year. (All names have been changed, of course, to protect the innocent *and* the guilty.)


Sample Gradebook - Daily Record
MONTH OF TERM ----->
DAY OF TERM ------->
DAY OF WEEK ------->
1 Archer, Dennis E.
2 Bowles, Charles A.
3 Chancellor, James L.
4 Dickerson Michael R.
5 Garcia, Eugene F.
6 Glenn, Helen B.
7 Gray, Kathleen R.
8 Howard, Stacey E.
FIND
DAILY RECORD CODES
1 AE ABSENT: EXCUSED BY PARENT(S)
2 AP ABSENT: PRE-ARRANGED BY PARENT
3 AF ABSENT: C.H.S. SCHOOL FUNCTION
4 AI ABSENT: ILL (IN THE INFIRMARY)
5 AU ABSENT: UNEXCUSED (BY SCHOOL)
6 AS ABSENT: SUSPENDED (UNEXCUSED)
7 AT ABSENT: TRUANT (!) FROM SCHOOL
8 TU TARDY TO CLASS (AND UNEXCUSED)
9 TL TARDY TO CLASS & V-E-R-Y LATE!
0 UN UNPREPARED FOR CLASS ACTIVITY!

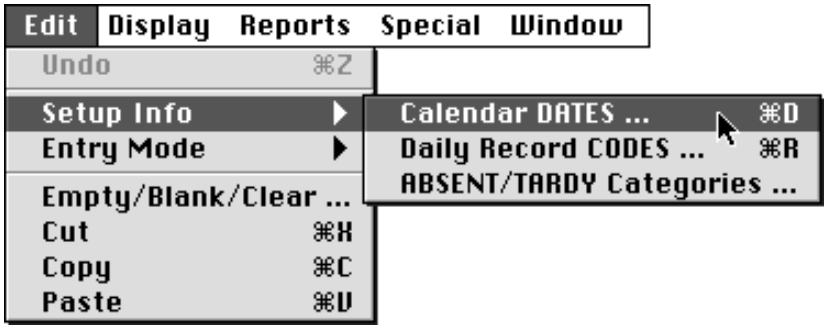
You may have noticed that I (and my colleagues at Coronado High) seem to have developed a fetish for attendance and tardiness within our sophomore classes. We must confess to this charge, but 'tis not entirely our fault. Blame it on the State of Colorado, our local school board, and too much nice weather for our students' own good! (Pray for snow, pray for snow, pray for snow . . . .)

Editing The Daily Record



Once again, and as usual, entering information into the *MtG* Daily Record is so simple and intuitive that little more need be said as explanation. However, and for the truly fastidious, please permit a few words of enlightenment. In order to save as much of your valuable time as possible, we shall completely ignore the **File** portion of the Daily Record menu bar (above), for every element thereof has been addressed previously in the gradebook division.

■ Changing Term Starting, Finishing, and "NS" Dates

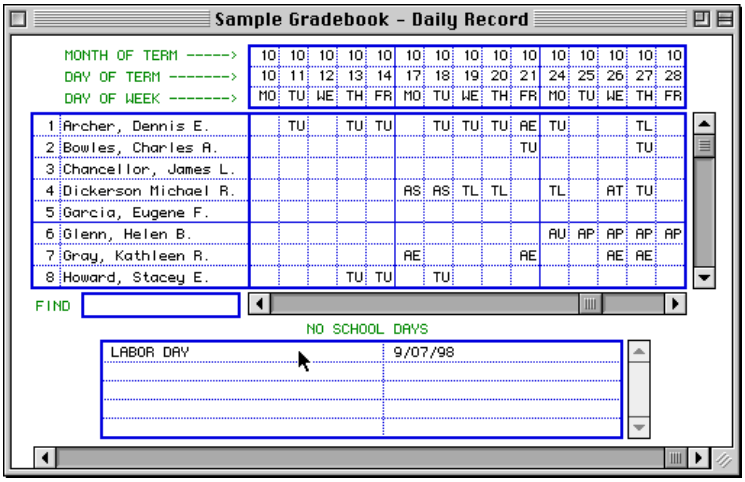


The best laid plans of mice, men, and teachers often go astray, as do first and last days of school terms and official **No School** days. (Thank heaven for the occasional unscheduled Snow Day here in Colorado Springs, or I'd *never* catch up with grading.) At any rate, when setup dates require modification, for any

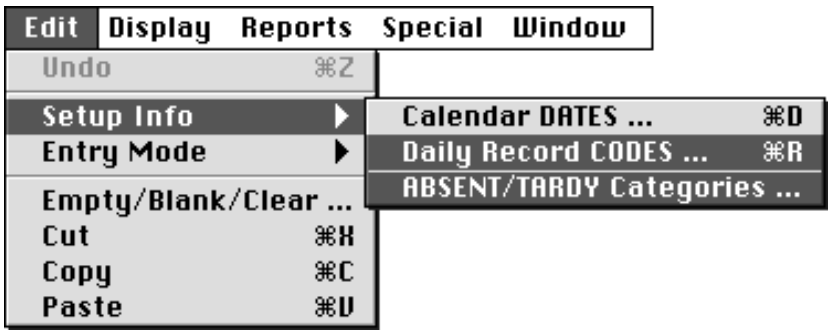
reason, we provide **two** avenues for you to do so. Of course, selecting the **Edit** menu option on the previous page will take you directly to the **Calendar DATES** portion of the program (left). But, if you prefer, you may move the bottommost slide bar of the Daily Record to the far right and click anywhere within the **NO SCHOOL DAYS** box.

STEP ONE IN SETTING UP YOUR DAILY RECORD!
Please enter the full date of the FIRST and LAST days of this grading term. (The number of active weeks may not exceed 50.)
The FIRST day of the term:
(Example: 09/06/94)
The LAST day of the term:
10/28/94
(Example: 10/28/94)
Cancel
Import
Import ENTIRE Daily Record Setup
Next

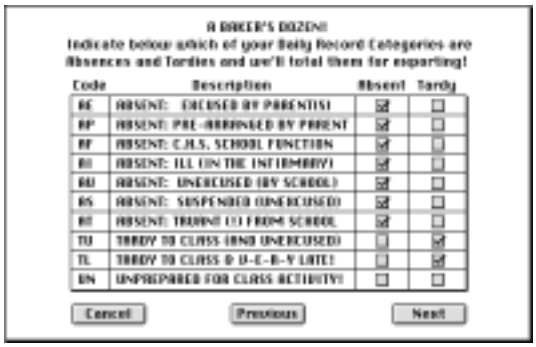
Calendar DATES Setup Screen

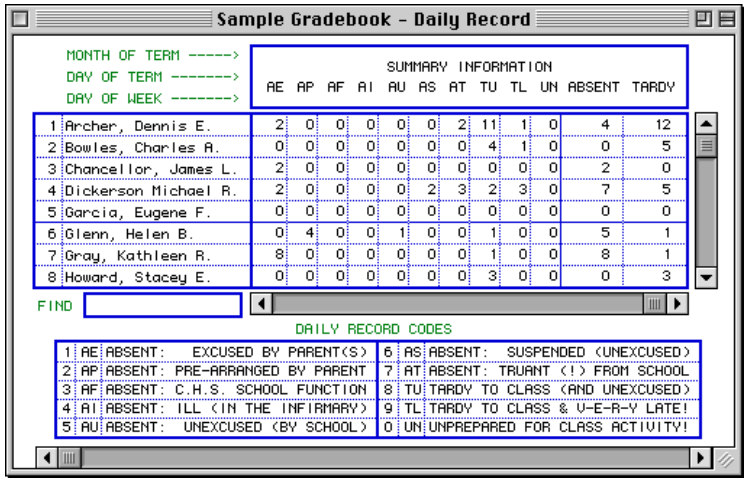


■ Modifying Daily Record Codes and Categories



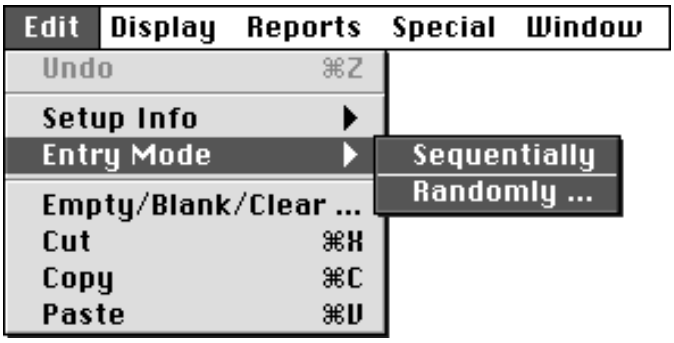
Remember, you were warned this was going to be easy! Changing your attendance/behavior codes and descriptors is identical in every respect to the feature above. Selecting the option from the main menu takes you directly to that part of the setup process, as will clicking *anywhere* within the **DAILY RECORD CODES** box at screen bottom. At the same time you can edit those categories which fall into the realms of **Absence** and **Tardiness**.



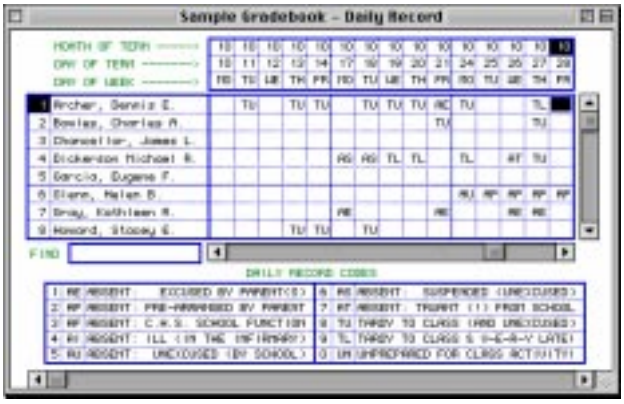

Sample Gradebook - Daily Record
MONTH OF TERM ----->
DAY OF TERM ------->
DAY OF WEEK ------->
SUMMARY INFORMATION
FIND
DAILY RECORD CODES
1 AE ABSENT: EXCUSED BY PARENT(S)
2 AP ABSENT: PRE-ARRANGED BY PARENT
3 AF ABSENT: C.H.S. SCHOOL FUNCTION
4 AI ABSENT: ILL (IN THE INFIRMARY)
5 AU ABSENT: UNEXCUSED (BY SCHOOL)
6 AS ABSENT: SUSPENDED (UNEXCUSED)
7 AT ABSENT: TRUANT (!) FROM SCHOOL
8 TU TARDY TO CLASS (AND UNEXCUSED)
9 TL TARDY TO CLASS & U-E-R-Y LATE!
0 UN UNPREPARED FOR CLASS ACTIVITY!

WARNING! While we enthusiastically support modifying a Daily Record Code, you must *never* transform its basic message once that item has been used. Wording, spelling, punctuation—**YES!** Content, **NO!**

■ Choosing the Mode of Data Entry

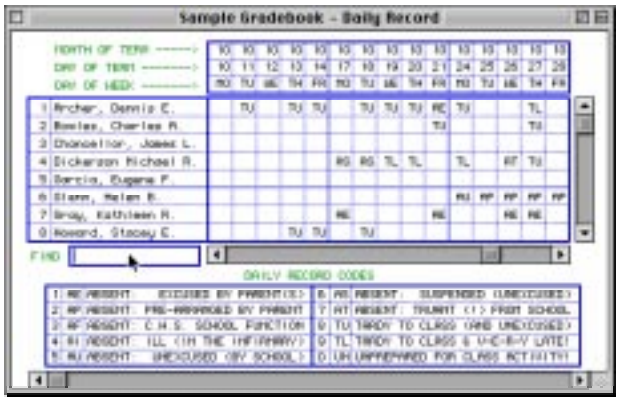


For brevity's sake, we have temporarily combined the **Sequential** and **Random** entry options from the Daily Record (above). We did this because (1) both methods are intuitively obvious, we feel, and (2) they are virtually identical to their counterparts in the *MtG* gradebook. At this point, loyal users of *Grade Busters 1/2/3* for the Apple IIe/c/gs will be gratified to see that the Daily Record is wide open and completely available for recording information—not just one day at a time. (We *do* listen to your requests, colleagues, and with a wonderful platform like the Macintosh, implementing this request was a piece of cake.) To enter your data **sequentially**, just click in the appropriate day's column, enter a code number from 1 to 0, and press **Return/Enter**.



Choosing to enter information **randomly** brings up the screen at right, a spittin' image of the gradebook's random entry screen. At the top of the window we remind you of the date for which you're recording information, but that's about the only difference in "look and feel." All you must do is enter a student's roster position number, then the applicable daily record code, and the task is done.

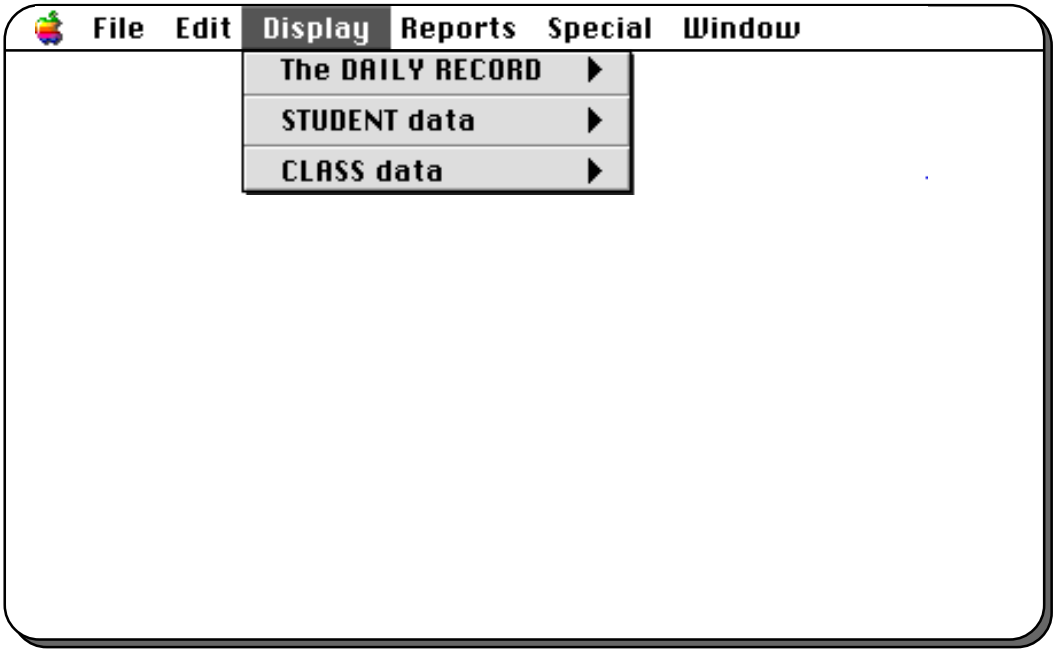
Friday, October 30, 1998
For which STUDENT do you wish to enter a Daily Record Code?
Daily Record Code for James L. Chancellor:
Cancel
Done



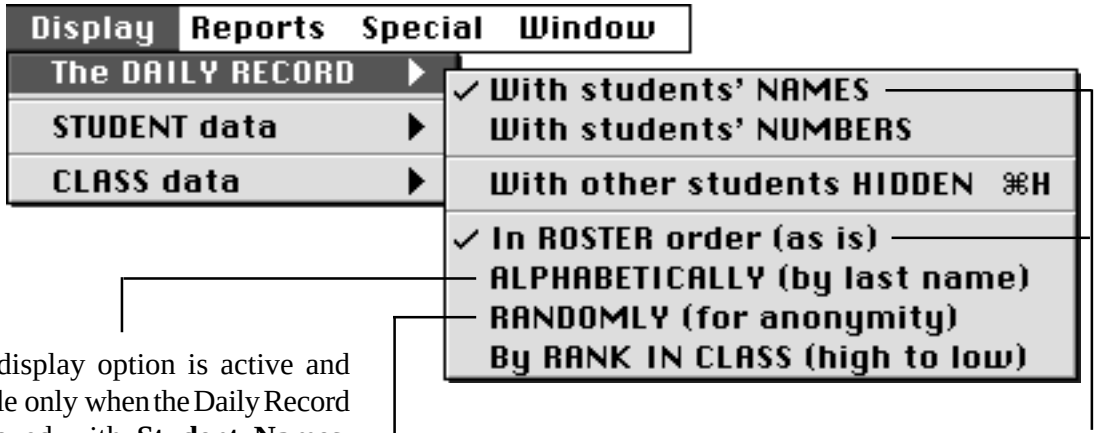
A QUICK TIP! Here's how to have the best of both worlds—random entry from the sequential entry screen.

1. Click in the specific day's column for which you wish to record data.
2. Then click in the **FIND** box, making sure you leave the pointer arrow resting *within* the box.
3. Type any unique portion of a student's name and press **Return/Enter**.
4. Enter a code number—**and then click the mouse button**. **Voila!** You're back in the **FIND** box!

Displaying Daily Record Data



Displaying the Daily Record

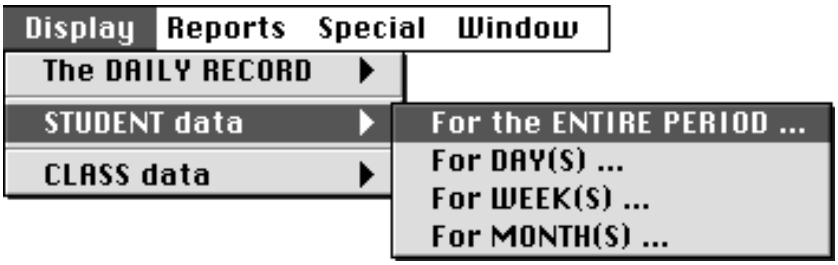


This display option is active and selectable only when the Daily Record is displayed with **Student Names. Remember, as is the case with the** gradebook, this manipulation of data is only temporary, and a click anywhere within the window will return the spreadsheet to its regular state.

This display option, also, is active and selectable only when the Daily Record is shown with **Student Numbers**. When *it* is active, the **alphabetical** option is not.

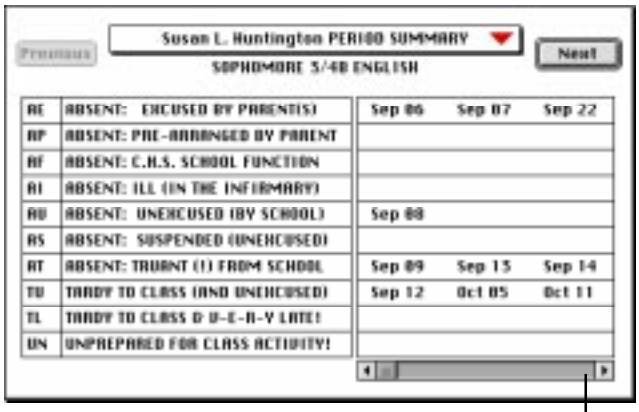
The *MtG* Daily Record defaults to these two display modes; but, as you can see, a variety of other display formats is available.

■ Displaying Student Information for the Term



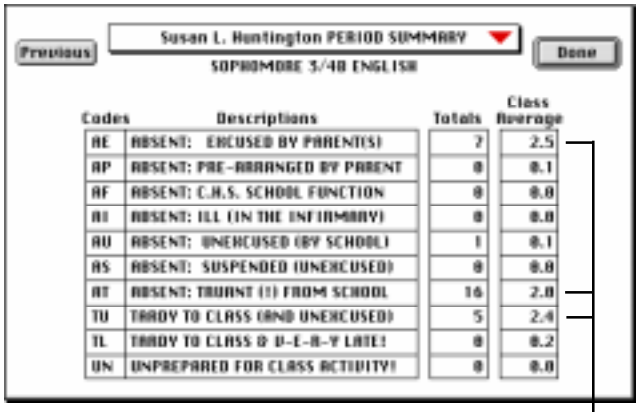
If we have yet to convince you that the *MtG* Daily Record is one of the most powerful tools you'll ever use to extinguish, change, *or* reward student behavior, this feature—without question— **will**! As anecdotal evidence: I initially tested the complete Daily Record during the first semester of the 1991-92 school year at Coronado High with a particularly disaffected group of sophomores. These students' attendance and punctuality were atrocious, to say the most, even though their demeanor was generally pleasant within the classroom. One day in late November (did I *ever* need the Thanksgiving break), I summoned one of my underachievers, asking if she were aware of how many truancies she had accumulated in my class. We scrolled lazily through the Daily Record spreadsheet as I asked her to count the number of **AT**'s (Absent: Truant) she saw. Even with the damning evidence before her, the very size and breadth of its presentation had no noticeable effect. When I called upon the above option, however, and showed her the two screens below, her eyes bulged as I saw total bewilderment on her face. The concentration of such massive amounts of data in such an easy-to-read layout was devastating, and we then had one of the most frank and open discussions about personal responsibility and self worth I've ever had with a student. And at that time I didn't even have a hardcopy printout to send home!

Because of that singularly memorable encounter, this young lady knew immediately that I not only had more information at my fingertips than did the office downstairs—but that I was perfectly willing and able to report it to her parents without so much as raising a sweat. Needless to say, her private revelation spread like wildfire throughout the rest of the class. True, no one became eligible for a Rhodes Scholarship or sainthood for the remainder of the semester, *but things did change.* A class which possessed the potential to send me to an early grave (or certainly into early retirement) became a normal, enjoyable bunch of students. May such wonders never cease!


Previous
Susan L. Huntington PERIOD SUMMARY
SOPHOMORE 5/4B ENGLISH
Next
AE ABSENT: EXCUSED BY PARENT(S) Sep 06 Sep 07 Sep 22
AP ABSENT: PRE-ARRANGED BY PARENT
AF ABSENT: C.H.S. SCHOOL FUNCTION
AI ABSENT: ILL (IN THE INFIRMARY)
AU ABSENT: UNEXCUSED (BY SCHOOL) Sep 08
AS ABSENT: SUSPENDED (UNEXCUSED)
AT ABSENT: TRUANT (!) FROM SCHOOL Sep 09 Sep 13 Sep 14
TU TARDY TO CLASS (AND UNEXCUSED) Sep 12 Oct 05 Oct 11
TL TARDY TO CLASS @ U-E-R-Y LATE!
UN UNPREPARED FOR CLASS ACTIVITY!

Screen 1: Student data for the term by dates

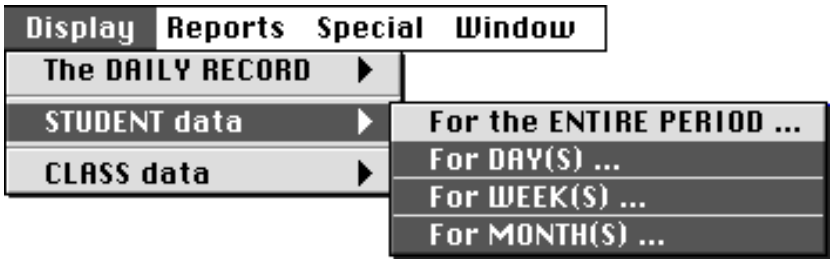
An active slide bar indicates that at least one additional date remains to be seen to the right.


Previous
Susan L. Huntington PERIOD SUMMARY
SOPHOMORE 5/4B ENGLISH
Done
Codes Descriptions Totals Class Average
AE ABSENT: EXCUSED BY PARENT(S) 7 2.5
AP ABSENT: PRE-ARRANGED BY PARENT 0 0.1
AF ABSENT: C.H.S. SCHOOL FUNCTION 0 0.0
AI ABSENT: ILL (IN THE INFIRMARY) 0 0.0
AU ABSENT: UNEXCUSED (BY SCHOOL) 1 0.1
AS ABSENT: SUSPENDED (UNEXCUSED) 0 0.0
AT ABSENT: TRUANT (!) FROM SCHOOL 16 2.0
TU TARDY TO CLASS (AND UNEXCUSED) 5 2.4
TL TARDY TO CLASS @ U-E-R-Y LATE! 0 0.2
UN UNPREPARED FOR CLASS ACTIVITY! 0 0.0

Screen 2: Student data for the term by totals

We discovered at CHS that a class average higher than **2.0** in any category was truly a significant figure, good or bad.

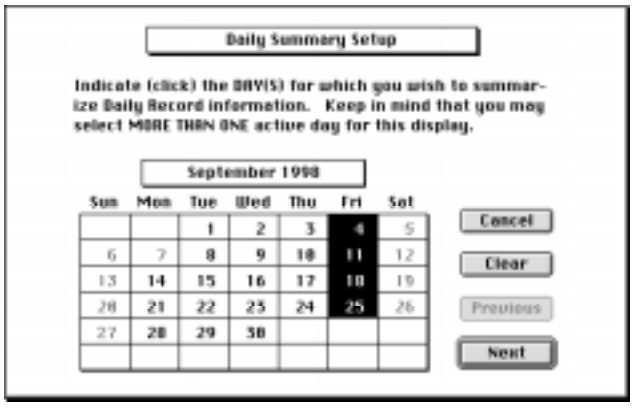
■ Displaying Student Information for a Day/Week/Month



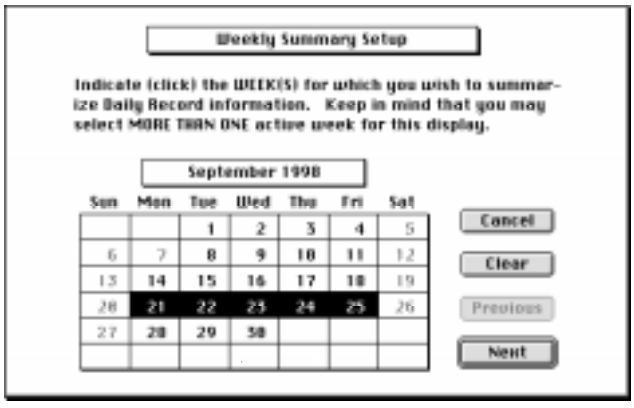
One of our proudest features on the gradebook side of *Making the Grade* is the ability to display and calculate selected *parts* of a student's academic record. Of course, and not to be outdone, the Daily Record boasts the very same capability for student behaviors. That is, should the occasion arise (and it will if you use the program conscientiously), you possess the power to analyze your students' deportment, for example, on every Friday during a given term (Screen 1). Or, you may cull out a specific **week** or **month** of the term upon which to cast your steely gaze (Screens 2 and 3). The summary screen which always follows each of these selections will contain totals for that term segment only (Screen 4).

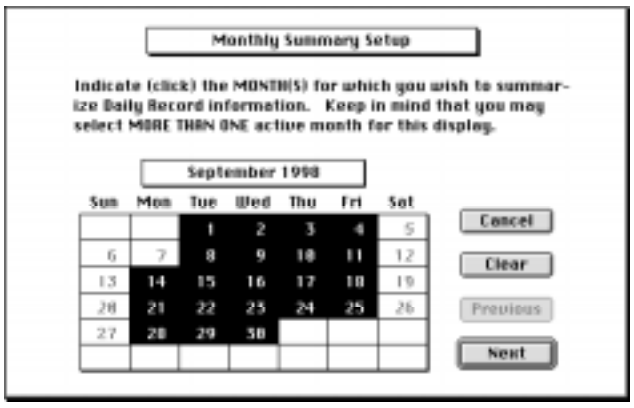
Without going into too much detail, suffice it to say that I've found these options to be particularly useful when dealing directly with parents and guardians. In face-to-face conferences I often "open" the exchange with a summary printout for the entire term; then I "up the ante" on my PowerBook by breaking that information into smaller patterns—ones of which the adult may have been completely unaware. To put it mildly, I've seen more than one look of astonishment and horror on a few parents' faces.

Screen 1: Student data by selected DAYS

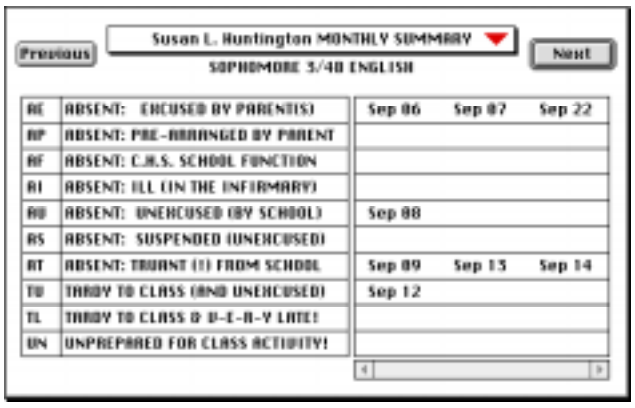

Daily Summary Setup
Indicate (click) the DAY(S) for which you wish to summarize Daily Record information. Keep in mind that you may select MORE THAN ONE active day for this display.
September 1998
Sun Mon Tue Wed Thu Fri Sat
Cancel
Clear
Previous
Next

Screen 2: Student data by selected WEEK


Weekly Summary Setup
Indicate (click) the WEEK(S) for which you wish to summarize Daily Record information. Keep in mind that you may select MORE THAN ONE active week for this display.
September 1998
Sun Mon Tue Wed Thu Fri Sat
Cancel
Clear
Previous
Next

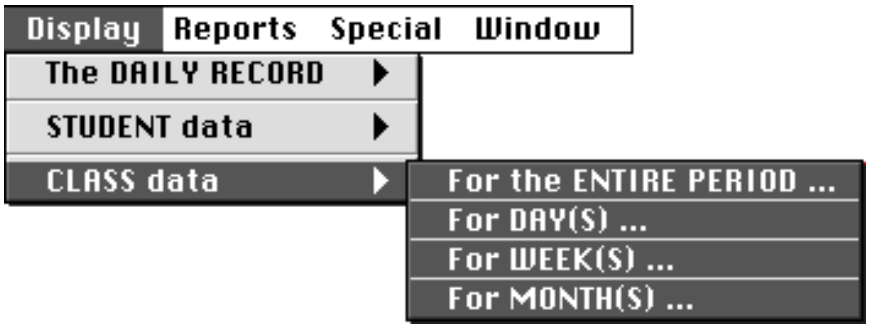

Monthly Summary Setup
Indicate (click) the MONTH(S) for which you wish to summarize Daily Record information. Keep in mind that you may select MORE THAN ONE active month for this display.
September 1998
Sun Mon Tue Wed Thu Fri Sat
Cancel
Clear
Previous
Next

Screen 3: Student data by selected MONTH

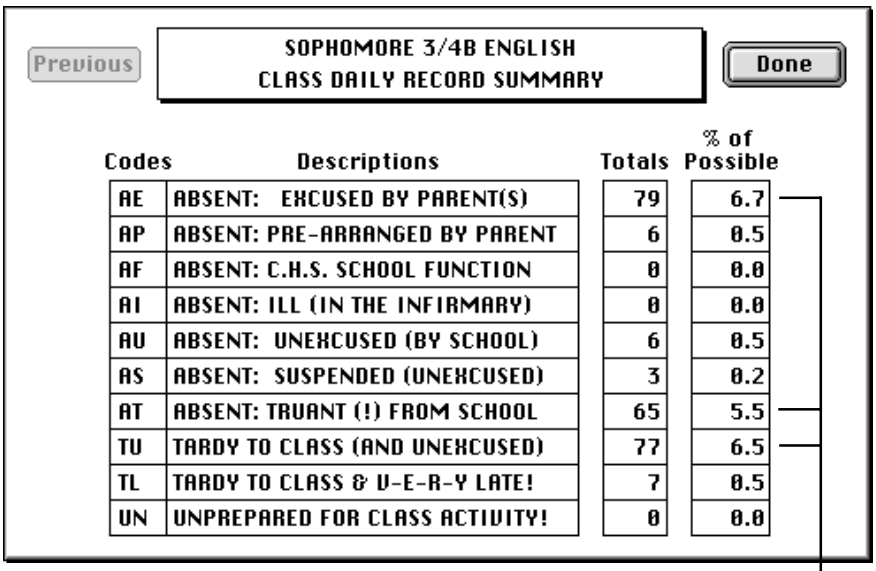

Previous
Susan L. Huntington MONTHLY SUMMARY
Next
SOPHOMORE 3/4B ENGLISH
AE ABSENT: EXCUSED BY PARENT(S) Sep 06 Sep 07 Sep 22
AP ABSENT: PRE-ARRANGED BY PARENT
AF ABSENT: C.H.S. SCHOOL FUNCTION
AI ABSENT: ILL (IN THE INFIRMARY)
AU ABSENT: UNEXCUSED (BY SCHOOL) Sep 08
AS ABSENT: SUSPENDED (UNEXCUSED)
AT ABSENT: TRUANT (!) FROM SCHOOL Sep 09 Sep 15 Sep 14
TU TARDY TO CLASS (AND UNEXCUSED) Sep 12
TL TARDY TO CLASS (I-E-A-Y LATE!
UN UNPREPARED FOR CLASS ACTIVITY!

Screen 4: S. Huntington's data for *September* only

Displaying Class Information

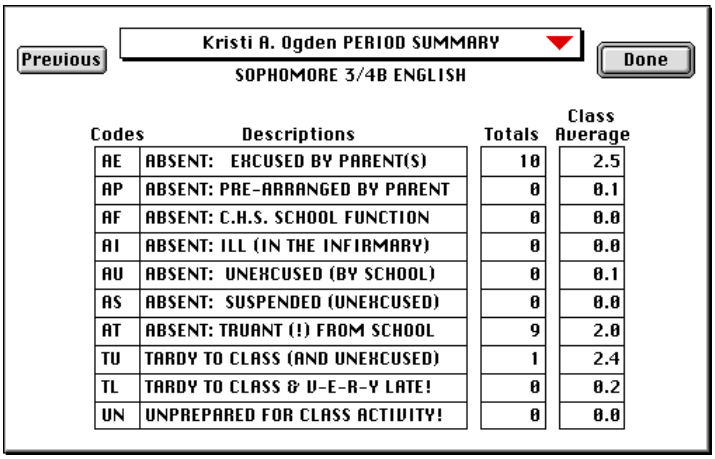


This Daily Record feature was designed almost exclusively for teachers' eyes only, even though it contains no dangerously proprietary or confidential information. Its operational steps are identical to those found in the individual Student data option. However, this function analyzes the performance of a class **as a whole**—and the revelations it proffers are often nothing less than astonishing.



Codes	Descriptions	Totals	% of Possible
AE	ABSENT: EXCUSED BY PARENT(S)	79	6.7
AP	ABSENT: PRE-ARRANGED BY PARENT	6	0.5
AF	ABSENT: C.H.S. SCHOOL FUNCTION	0	0.0
AI	ABSENT: ILL (IN THE INFIRMARY)	0	0.0
AU	ABSENT: UNEXCUSED (BY SCHOOL)	6	0.5
AS	ABSENT: SUSPENDED (UNEXCUSED)	3	0.2
AT	ABSENT: TRUANT (!) FROM SCHOOL	65	5.5
TU	TARDY TO CLASS (AND UNEXCUSED)	77	6.5
TL	TARDY TO CLASS & U-E-R-Y LATE!	7	0.5
UN	UNPREPARED FOR CLASS ACTIVITY!	0	0.0

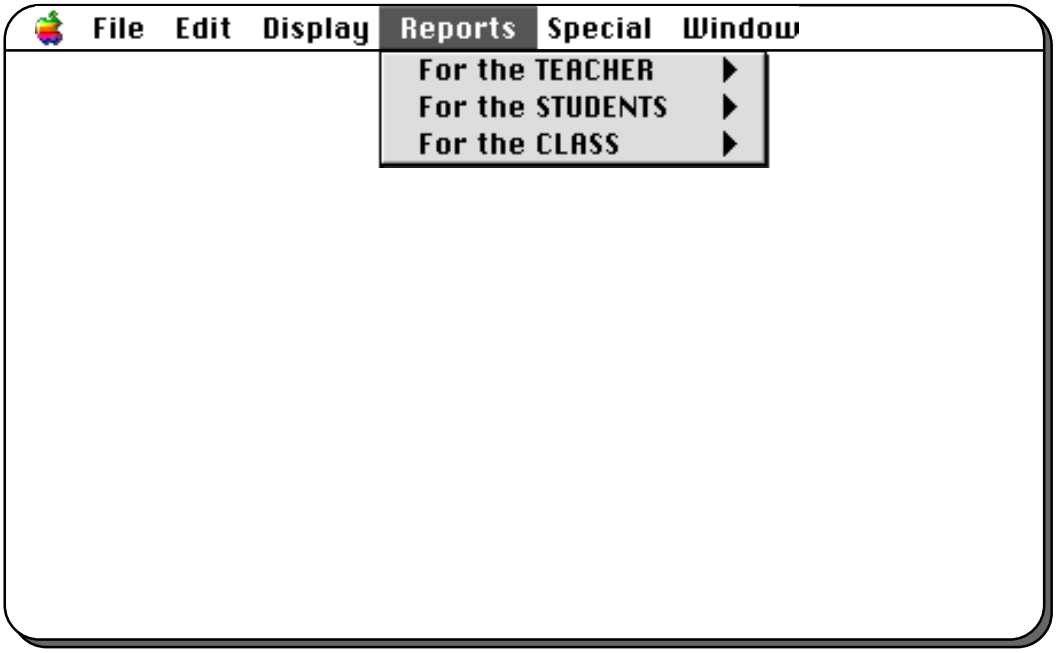
FYI: Depending upon the length of period chosen—for a whole term, for days, weeks, or months—we compile the number of entries within each Daily Record category and display those figures in the **Totals** column (at right). Then we multiply the number of days within the selected period by the number of active students in the class to ascertain the number of incidents possible within each category. Dividing **Totals** by **Possibles** gives us the **% of Possible** shown in the far right column above: **79 ÷ 1178** (38 days x 31 students) **= .06706** for the category of ABSENT: EXCUSED BY PARENTS.



Codes	Descriptions	Totals	Class Average
AE	ABSENT: EXCUSED BY PARENT(S)	10	2.5
AP	ABSENT: PRE-ARRANGED BY PARENT	0	0.1
AF	ABSENT: C.H.S. SCHOOL FUNCTION	0	0.0
AI	ABSENT: ILL (IN THE INFIRMARY)	0	0.0
AU	ABSENT: UNEXCUSED (BY SCHOOL)	0	0.1
AS	ABSENT: SUSPENDED (UNEXCUSED)	0	0.0
AT	ABSENT: TRUANT (!) FROM SCHOOL	9	2.0
TU	TARDY TO CLASS (AND UNEXCUSED)	1	2.4
TL	TARDY TO CLASS & U-E-R-Y LATE!	0	0.2
UN	UNPREPARED FOR CLASS ACTIVITY!	0	0.0

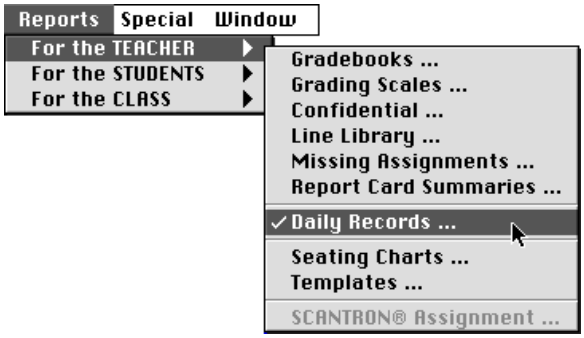
Again, our experience over the years at Coronado High School has shown that percentages for *an entire class* become significant when they exceed **5.0** or thereabouts. (Remember, the "average per category" figure for individual students becomes notable when it exceeds **2.0** or so. Witness the additional sample at left.) As you can see in the above example, my Period 1 sophomore class has quite a serious problem with absenteeism and tardiness, excused and otherwise.

Printing Daily Record Reports

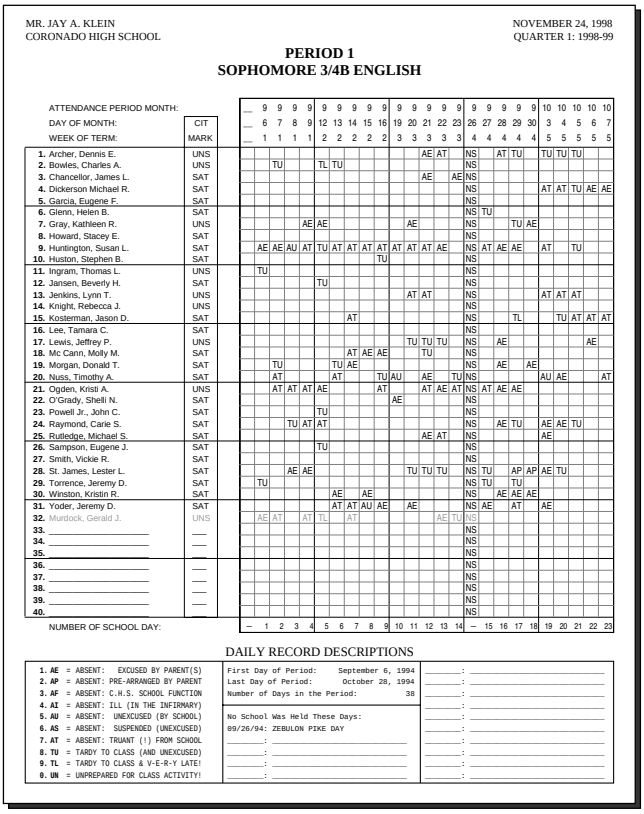


We have some great news for you, dear colleague: Not much remains to be said about the *Making the Grade* Daily Record! If you can endure but a few minor observations about the DR's hardcopy reports, a well-deserved breather will be yours. Besides, anything really important has already been documented and explained in the gradebook printing section, so cast a quick glance at the teacher, student, and class printouts available here, and then put your feet up for a while . . . .

Printing the Daily Record



We offer the teacher only one printout within the Daily Record, but, like its gradebook equivalent, an impressive one it is! It too may be published in a variety of formats and layouts, with **student names** or **numbers**, **"as is"** or **by rank**, **blank** or **with recorded data**. Truly, almost every feature found in the gradebook printouts is available here also, so refer to that section of this manual if you require a refresher.



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

PERIOD 1
SOPHOMORE 3/4B ENGLISH

ATTENDANCE PERIOD MONTH:
DAY OF MONTH:
WEEK OF TERM:
CIT MARK

		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	10	10	10	10	10	10
		6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	3	4	5	6	7
		1	1	1	1	2	2	2	2	2	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5
1. Archer, Dennis E.	UNS												AE	AT		NS		AT	TU		TU	TU	TU		
2. Bowles, Charles A.	UNS		TU				TL	TU								NS									
3. Chancellor, James L.	SAT												AE		AE	NS									
4. Dickerson Michael R.	SAT															NS					AT	AT	TU	AE	AE
5. Garcia, Eugene F.	SAT															NS									
6. Glenn, Helen B.	SAT															NS	TU								
7. Gray, Kathleen R.	UNS				AE	AE					AE					NS			TU	AE					
8. Howard, Stacey E.	SAT															NS									
9. Huntington, Susan L.	SAT	AE	AE	AU	AT	TU	AT	AT	AT	AT	AT	AT	AT	AE		NS	AT	AE	AE		AT		TU		
10. Huston, Stephen B.	SAT								TU							NS									
11. Ingram, Thomas L.	UNS		TU													NS									
12. Jansen, Beverly H.	SAT						TU									NS									
13. Jenkins, Lynn T.	UNS										AT	AT				NS					AT	AT	AT		
14. Knight, Rebecca J.	UNS															NS									
15. Kosterman, Jason D.	SAT							AT								NS			TL		TU	AT	AT	AT	
16. Lee, Tamara C.	SAT															NS									
17. Lewis, Jeffrey P.	UNS										TU	TU	TU			NS		AE						AE	
18. Mc Cann, Molly M.	SAT							AT	AE	AE		TU				NS									
19. Morgan, Donald T.	SAT		TU				TU	AE								NS		AE		AE					
20. Nuss, Timothy A.	SAT		AT				AT		TU	AU		AE		TU		NS					AU	AE			AT
21. Ogden, Kristi A.	UNS		AT	AT	AT	AE				AT		AT	AE	AT		NS	AT	AE	AE						
22. O'Grady, Shelli N.	SAT										AE					NS									
23. Powell Jr., John C.	SAT					TU										NS									
24. Raymond, Carie S.	SAT			TU	AT	AT										NS		AE	TU		AE	AE	TU		
25. Rutledge, Michael S.	SAT											AE	AT			NS					AE				
26. Sampson, Eugene J.	SAT					TU										NS									
27. Smith, Vickie R.	SAT															NS									
28. St. James, Lester L.	SAT			AE	AE						TU	TU	TU			NS	TU		AP	AP	AE	TU			
29. Torrence, Jeremy D.	SAT	TU														NS	TU		TU						
30. Winston, Kristin R.	SAT						AE		AE							NS		AE	AE	AE					
31. Yoder, Jeremy D.	SAT						AT	AT	AU	AE	AE					NS	AE		AT		AE				
32. Murdock, Gerald J.	UNS	AE	AT		AT	TL		AT					AE	TU		NS									
33. _____	___															NS									
34. _____	___															NS									
35. _____	___															NS									
36. _____	___															NS									
37. _____	___															NS									
38. _____	___															NS									
39. _____	___															NS									
40. _____	___															NS									
NUMBER OF SCHOOL DAY:		—	1	2	3	4	5	6	7	8	9	10	11	12	13	14	—	15	16	17	18	19	20	21	22	23

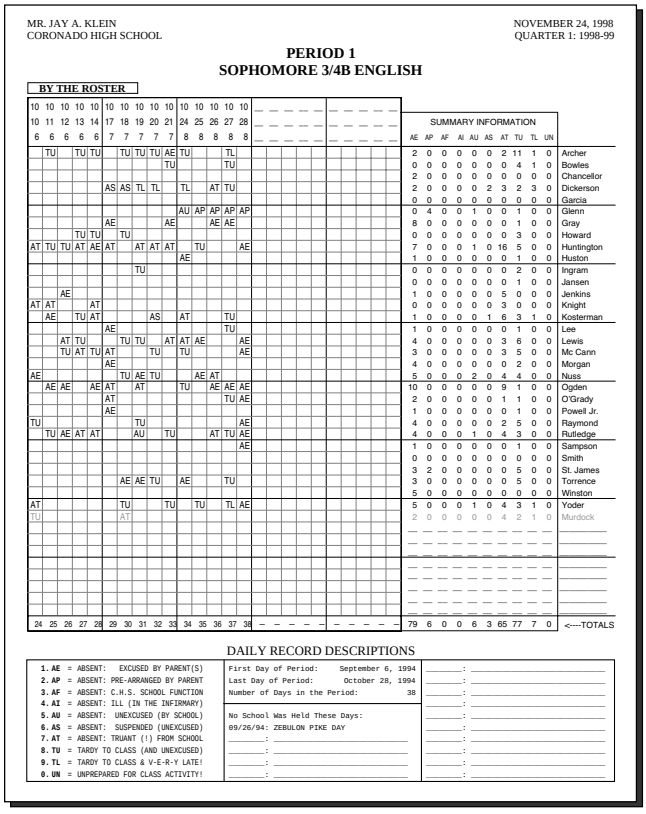
DAILY RECORD DESCRIPTIONS

1. **AE** = ABSENT: EXCUSED BY PARENT(S)
2. **AP** = ABSENT: PRE-ARRANGED BY PARENT
3. **AF** = ABSENT: C.H.S. SCHOOL FUNCTION
4. **AI** = ABSENT: ILL (IN THE INFIRMARY)
5. **AU** = ABSENT: UNEXCUSED (BY SCHOOL)
6. **AS** = ABSENT: SUSPENDED (UNEXCUSED)
7. **AT** = ABSENT: TRUANT (!) FROM SCHOOL
8. **TU** = TARDY TO CLASS (AND UNEXCUSED)
9. **TL** = TARDY TO CLASS & V-E-R-Y LATE!
0. **UN** = UNPREPARED FOR CLASS ACTIVITY!

First Day of Period: September 6, 1994
Last Day of Period: October 28, 1994
Number of Days in the Period: 38

No School Was Held These Days:
09/26/94: ZEBULON PIKE DAY

Daily Record Page 1



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

PERIOD 1
SOPHOMORE 3/4B ENGLISH

BY THE ROSTER

SUMMARY INFORMATION

	AE	AP	AF	AI	AU	AS	AT	TU	TL	UN	
Archer	2	0	0	0	0	0	2	11	1	0	
Bowles	0	0	0	0	0	0	0	4	1	0	
Chancellor	2	0	0	0	0	0	0	0	0	0	
Dickerson	2	0	0	0	0	2	3	2	3	0	
Garcia	0	0	0	0	0	0	0	0	0	0	
Glenn	0	4	0	0	1	0	0	1	0	0	
Gray	8	0	0	0	0	0	0	1	0	0	
Howard	0	0	0	0	0	0	0	3	0	0	
Huntington	7	0	0	0	1	0	16	5	0	0	
Huston	1	0	0	0	0	0	0	1	0	0	
Ingram	0	0	0	0	0	0	0	2	0	0	
Jansen	0	0	0	0	0	0	0	1	0	0	
Jenkins	1	0	0	0	0	0	5	0	0	0	
Knight	0	0	0	0	0	0	3	0	0	0	
Kosterman	1	0	0	0	0	1	6	3	1	0	
Lee	1	0	0	0	0	0	0	1	0	0	
Lewis	4	0	0	0	0	0	3	6	0	0	
Mc Cann	3	0	0	0	0	0	3	5	0	0	
Morgan	4	0	0	0	0	0	0	2	0	0	
Nuss	5	0	0	0	2	0	4	4	0	0	
Ogden	10	0	0	0	0	0	9	1	0	0	
O'Grady	2	0	0	0	0	0	1	1	0	0	
Powell Jr.	1	0	0	0	0	0	0	1	0	0	
Raymond	4	0	0	0	0	0	2	5	0	0	
Rutledge	4	0	0	0	1	0	4	3	0	0	
Sampson	1	0	0	0	0	0	0	1	0	0	
Smith	0	0	0	0	0	0	0	0	0	0	
St. James	3	2	0	0	0	0	0	5	0	0	
Torrence	3	0	0	0	0	0	0	5	0	0	
Winston	5	0	0	0	0	0	0	0	0	0	
Yoder	5	0	0	0	1	0	4	3	1	0	
Murdock	2	0	0	0	0	0	4	2	1	0	
<----TOTALS	79	6	0	0	6	3	65	77	7	0	

DAILY RECORD DESCRIPTIONS

1. **AE** = ABSENT: EXCUSED BY PARENT(S)
2. **AP** = ABSENT: PRE-ARRANGED BY PARENT
3. **AF** = ABSENT: C.H.S. SCHOOL FUNCTION
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9. **TL** = TARDY TO CLASS & V-E-R-Y LATE!
0. **UN** = UNPREPARED FOR CLASS ACTIVITY!

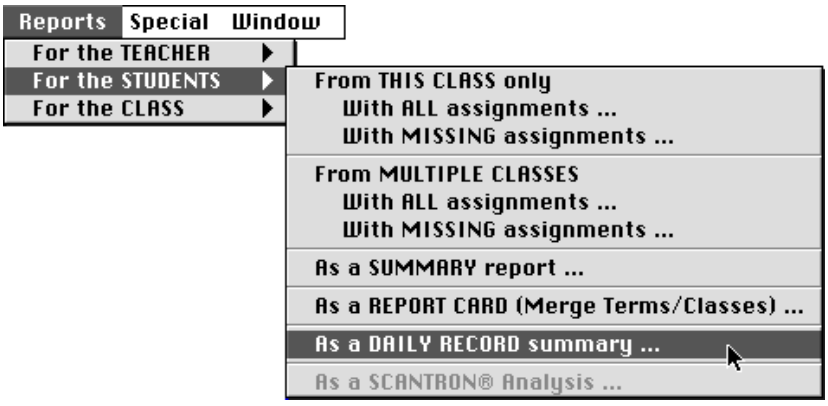
First Day of Period: September 6, 1994
Last Day of Period: October 28, 1994
Number of Days in the Period: 38

No School Was Held These Days:
09/26/94: ZEBULON PIKE DAY

Daily Record Page 2

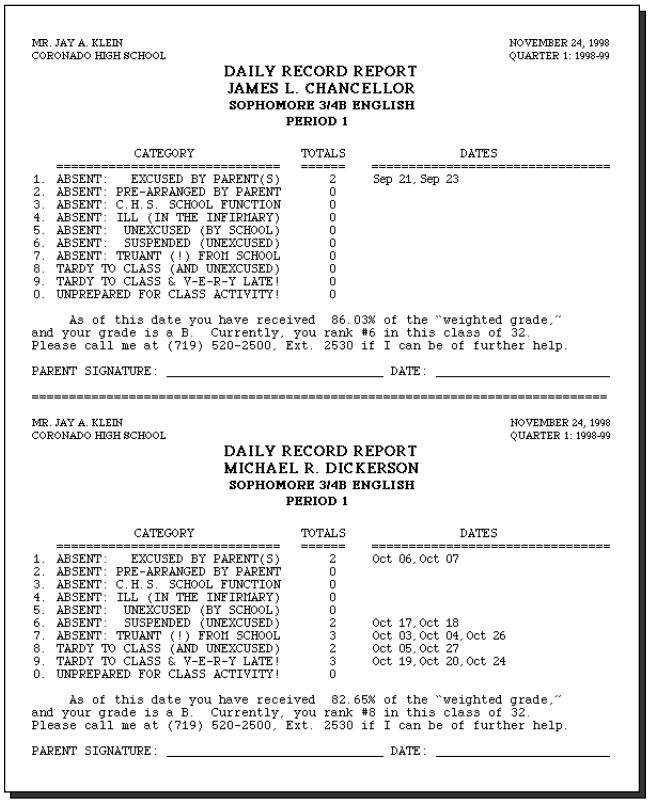
Only one suggestion must be made concerning this two-page Daily Record printout, especially if you use it to record attendance information. Consider posting a copy of this document (with **student numbers**, of course) in a conspicuous place at the beginning of every week so students can double-check its accuracy. The school board of District 11 in Colorado Springs requires that teachers disallow credit for an activity if a truancy occurs in the interval between its assignment and completion. It is of paramount importance, therefore, that my students know promptly and precisely when such an event has been attributed to them. Hell hath no fury like a sophomore uninformed, I've learned.

■ Printing Student Reports



Have you ever had one of those days when the darker side of a perfectly sweet disposition overwhelms you with a desire for **revenge** ? Well, I have. Every once in a great while I am deluged with an insatiable urge to turn the tables—if only for a brief moment—and let the "home front" know exactly what terrors

have occurred recently in the trenches and front lines of the classroom. (Please forgive the melodrama, but after 23 years in the classroom it's unavoidable sometimes.) At any rate, when such an urge does present itself, it is this uniquely informative and powerful report I send home—the dreaded **Student Daily Record Report**. The horror, the horror! This single piece of paper is the one that *all* of my students, from sophomores to seniors, dread the most; for it not only reveals their academic achievement for the term, but their *behavioral* history as well. It is my district's policy to notify parents every three weeks of their students' progress: At the end of the first three weeks, I send home chronological and categorical reports with assignments; at the end of the second, the shorter student categorical summaries without assignments; and at the end of the third, the Daily Record report shown below. Over fifteen years of working with *Grade Busters 1/2/3* and now *Making the Grade* has taught me that students desperately wish we had never designed this particular document—it leaves little room for "bamboozling" and often answers questions parents always wanted to ask but were afraid to raise their hands.



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

DAILY RECORD REPORT
JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1

	CATEGORY	TOTALS	DATES
1.	ABSENT: EXCUSED BY PARENT(S)	2	Sep 21, Sep 23
2.	ABSENT: PRE-ARRANGED BY PARENT	0	
3.	ABSENT: C.H.S. SCHOOL FUNCTION	0	
4.	ABSENT: ILL (IN THE INFIRMARY)	0	
5.	ABSENT: UNEXCUSED (BY SCHOOL)	0	
6.	ABSENT: SUSPENDED (UNEXCUSED)	0	
7.	ABSENT: TRUANT (!) FROM SCHOOL	0	
8.	TARDY TO CLASS (AND UNEXCUSED)	0	
9.	TARDY TO CLASS & V-E-R-Y LATE!	0	
0.	UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received 86.03% of the "weighted grade," and your grade is a B. Currently, you rank #6 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

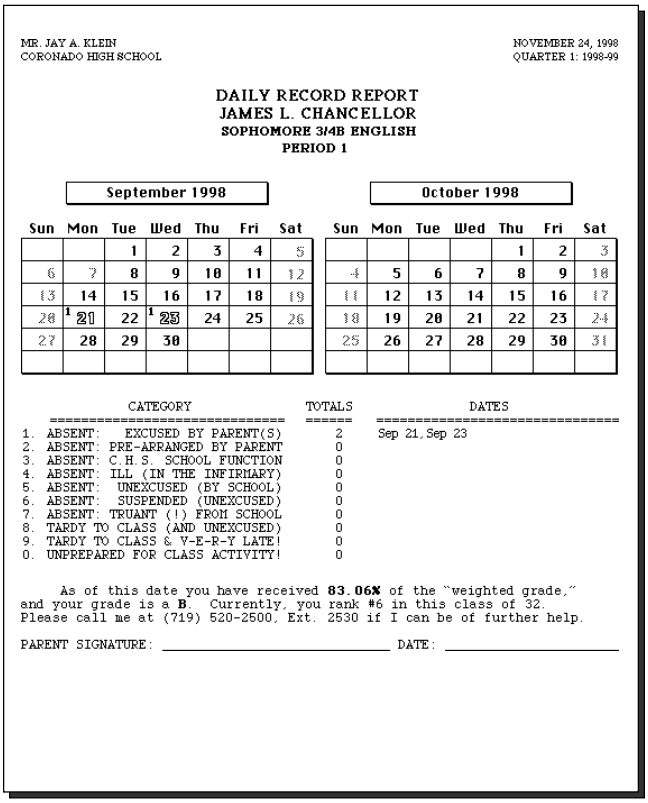
DAILY RECORD REPORT
MICHAEL R. DICKERSON
SOPHOMORE 3/4B ENGLISH
PERIOD 1

	CATEGORY	TOTALS	DATES
1.	ABSENT: EXCUSED BY PARENT(S)	2	Oct 06, Oct 07
2.	ABSENT: PRE-ARRANGED BY PARENT	0	
3.	ABSENT: C.H.S. SCHOOL FUNCTION	0	
4.	ABSENT: ILL (IN THE INFIRMARY)	0	
5.	ABSENT: UNEXCUSED (BY SCHOOL)	0	
6.	ABSENT: SUSPENDED (UNEXCUSED)	2	Oct 17, Oct 18
7.	ABSENT: TRUANT (!) FROM SCHOOL	3	Oct 03, Oct 04, Oct 26
8.	TARDY TO CLASS (AND UNEXCUSED)	2	Oct 05, Oct 27
9.	TARDY TO CLASS & V-E-R-Y LATE!	3	Oct 19, Oct 20, Oct 24
0.	UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received 82.65% of the "weighted grade," and your grade is a B. Currently, you rank #8 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

PARENT SIGNATURE: _____ DATE: _____

Student Daily Record Report (by table)



MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

DAILY RECORD REPORT
JAMES L. CHANCELLOR
SOPHOMORE 3/4B ENGLISH
PERIOD 1

September 1998

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 1998

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	CATEGORY	TOTALS	DATES
1.	ABSENT: EXCUSED BY PARENT(S)	2	Sep 21, Sep 23
2.	ABSENT: PRE-ARRANGED BY PARENT	0	
3.	ABSENT: C.H.S. SCHOOL FUNCTION	0	
4.	ABSENT: ILL (IN THE INFIRMARY)	0	
5.	ABSENT: UNEXCUSED (BY SCHOOL)	0	
6.	ABSENT: SUSPENDED (UNEXCUSED)	0	
7.	ABSENT: TRUANT (!) FROM SCHOOL	0	
8.	TARDY TO CLASS (AND UNEXCUSED)	0	
9.	TARDY TO CLASS & V-E-R-Y LATE!	0	
0.	UNPREPARED FOR CLASS ACTIVITY!	0	

As of this date you have received **83.06%** of the "weighted grade," and your grade is a **B**. Currently, you rank #6 in this class of 32. Please call me at (719) 520-2500, Ext. 2530 if I can be of further help.

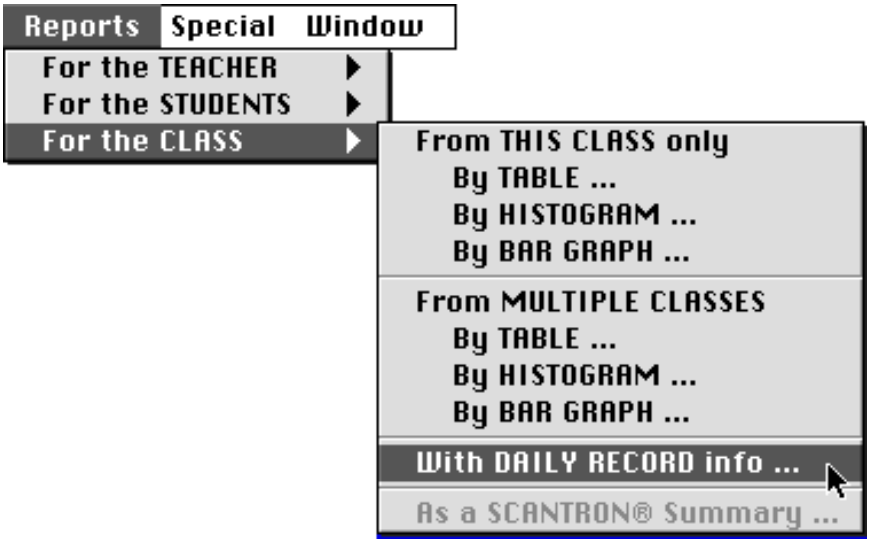
PARENT SIGNATURE: _____ DATE: _____

Student Daily Record Report (with calendars)

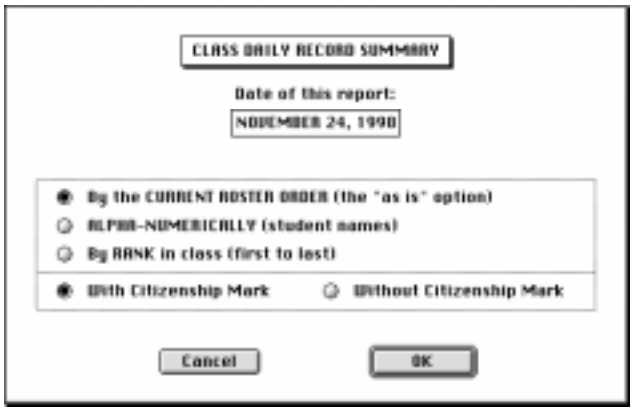
Almost all of the options found in the student reports section of the gradebook are available in the Daily Record as well, including **rank in class**, **Citizenship Mark**, **telephone call request**, **parent signature line**, **Line Library Comments**, and the like. The individual student report also comes in two basic formats: the paper-saving, get-right-down-to-it, tabular version (above left) and the more graphic, paper intensive, pattern-revealing, calendared version (above right). The former can be printed with one or more students per page, but because of obvious space requirements the latter is limited to one person per sheet. Both documents contain virtually identical information, of course, but the additional inferences parents make when they see entries in a calendar setting are sometimes amazing.

Regardless of which format you prefer, we cannot urge you too strongly to send home at least one Daily Record report per quarter, semester, or trimester. Whether your categories are basically positive, negative, or a mixture of both, we know you'll be glad you did.

■ Printing Class Reports



Again, don't forget that once you've made your selection among the options in the window at right that you can save this formula as a *Making the Grade* **Print Macro**. Once it's properly titled and saved within the print macro resource, you'll never again have to navigate through a myriad of menus and screens in order to obtain the document below.



Class Daily Record Report (Confidential)

MR. JAY A. KLEIN
CORONADO HIGH SCHOOL

NOVEMBER 24, 1998
QUARTER 1: 1998-99

PERIOD 1
SOPHOMORE 3/4B ENGLISH
CONFIDENTIAL CLASS SUMMARY

NUMBER OF ACTIVE STUDENTS ENROLLED: 31
NUMBER OF ASSIGNMENTS RECORDED THUS FAR: 35
CURRENT CLASS AVERAGE: 76.37%

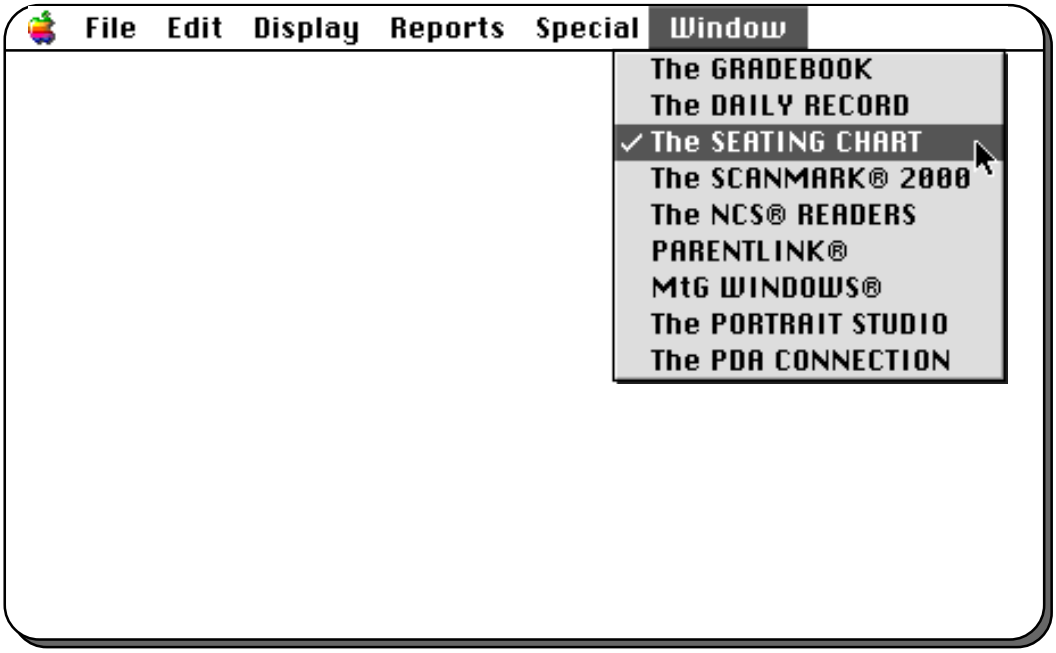
CLASS RANK	STUDENT NAMES	STUDENT NUMBERS	GROUP CODE	% GRADE	LETTER GRADE	DAILY RECORD AE	AP	AF	AI	AU	AS	AT	TU	TL	UN
18	Archer, Dennis E.	829-558-435	5-10	76.44	C	2	0	0	0	0	0	2	11	1	0
29	Bowles, Charles A.	659-703-903	5-11	61.50	D	0	0	0	0	0	0	0	4	1	0
6	Chancellor, James L.	685-836-983	5-10	86.03	B	2	0	0	0	0	0	0	0	0	0
8	Dickerson Michael R.	937-865-627	5-10	82.65	B	2	0	0	0	0	2	3	2	3	0
19	Garcia, Eugene F.	353-077-561	3-10	75.72	C	0	0	0	0	0	0	0	0	0	0
3	Glenn, Helen B.	124-282-298	5-10	90.93	A-	0	4	0	0	1	0	0	1	0	0
25	Gray, Kathleen R.	374-851-489	5-10	70.58	C-	8	0	0	0	0	0	0	1	0	0
15	Howard, Stacey E.	313-489-265	5-10	78.52	C+	0	0	0	0	0	0	0	3	0	0
2	Huntington, Susan L.	858-438-934	5-10	92.19	A	7	0	0	0	1	0	16	5	0	0
5	Huston, Stephen B.	533-469-087	5-10	88.12	B	1	0	0	0	0	0	0	1	0	0
26	Ingram, Thomas L.	202-548-634	5-11	69.61	C-	0	0	0	0	0	0	0	2	0	0
4	Jansen, Beverly H.	743-712-029	5-10	88.48	B	0	0	0	0	0	0	0	1	0	0
28	Jenkins, Lynn T.	385-885-823	5-10	63.15	D	1	0	0	0	0	0	5	0	0	0
31	Knight, Rebecca J.	861-820-224	5-10	45.10	F-	0	0	0	0	0	0	3	0	0	0
13	Kosterman, Jason D.	292-864-578	5-10	78.71	C+	1	0	0	0	0	1	6	3	1	0
22	Lee, Tamara C.	570-571-797	5-11	73.16	C	1	0	0	0	0	0	0	1	0	0
30	Lewis, Jeffrey P.	355-490-385	4-10	56.83	F	4	0	0	0	0	0	3	6	0	0
13	Mc Cann, Molly M.	799-218-047	5-10	78.71	C+	3	0	0	0	0	0	3	5	0	0
9	Morgan, Donald T.	635-627-277	5-10	81.81	B	4	0	0	0	0	0	0	2	0	0
17	Muss, Timothy A.	397-145-265	5-10	76.68	C	5	0	0	0	2	0	4	4	0	0
27	Ogden, Kristi A.	675-760-422	5-10	64.46	D	10	0	0	0	0	0	9	1	0	0
11	O'Grady, Shelli N.	432-860-754	5-10	80.76	B-	2	0	0	0	0	0	1	1	0	0
10	Powell Jr., John C.	808-119-796	4-10	81.24	B-	1	0	0	0	0	0	0	1	0	0
23	Raymond, Carie S.	455-771-707	5-10	71.61	C	4	0	0	0	0	0	2	5	0	0
16	Rutledge, Michael S.	776-057-455	5-10	77.00	C	4	0	0	0	1	0	4	3	0	0
20	Sampson, Eugene J.	494-840-669	5-11	74.53	C	1	0	0	0	0	0	0	1	0	0
1	Smith, Vickie R.	073-953-530	5-10	93.29	A	0	0	0	0	0	0	0	0	0	0
21	St. James, Lester L.	217-579-061	5-10	73.56	C	3	2	0	0	0	0	0	5	0	0
7	Torrence, Jeremy D.	570-628-350	5-10	84.51	B	3	0	0	0	0	0	0	5	0	0
12	Winston, Kristin R.	447-247-348	5-10	80.37	B-	5	0	0	0	0	0	0	0	0	0
24	Yoder, Jeremy D.	057-196-240	5-11	71.18	C-	5	0	0	0	1	0	4	3	1	0
32	Mordook, Gerald J	122-707-212	5-10	N/A	N/A	2	0	0	0	0	0	4	0	1	0

CLASS SCORE
(EXCLUDING: DROPPED STUDENTS AND ASSIGNMENTS, EXTRA CREDIT AND CREDIT-ONLY ASSIGNMENTS)

NUMBER of "0" = 0:	9	NUMBER of CRT = 0:	1
NUMBER of INC = 0:	39	NUMBER of EXCUSED:	57
NUMBER of TRU = 0:	4	NUMBER of DROPPED:	31

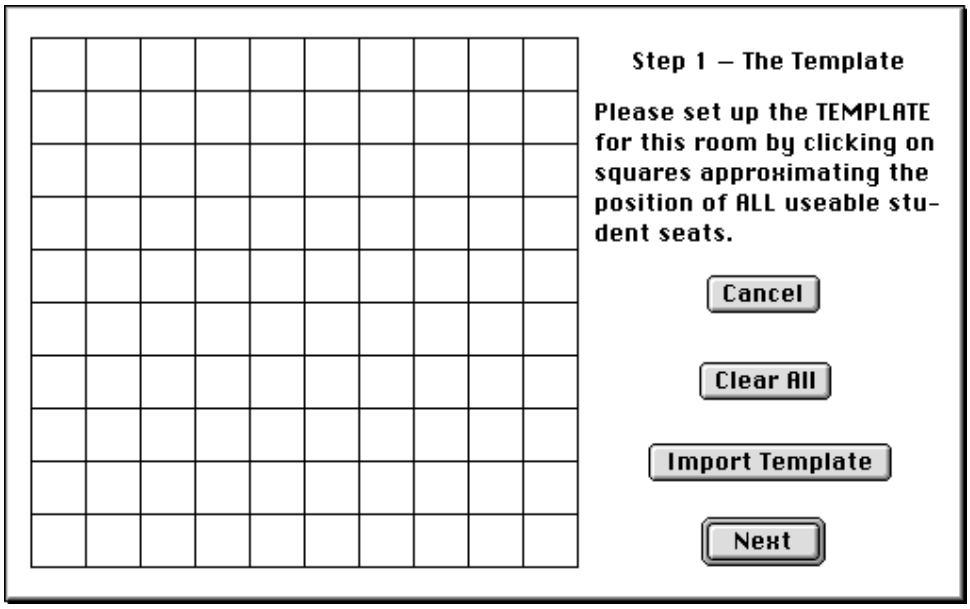
As you can see at left, this final Daily Record report is **For Teachers' Eyes Only**, its need for confidentiality stemming from the pairing of **student names** with **student numbers** in the second and third columns. But what a useful document it can be at dreaded report card time! Almost everything a teacher could possibly need at quarter's or semester's end—from **group codes**, to **percentages**, to **letter grades**, to **citizenship marks**, to **attendance/behavioral** information—is summarized in one relatively small space, ready and waiting for bubble-sheeting, my favorite task as a teacher. (Or not . . . .) Options for the report layout are similar to those found in the gradebook, of course, and it is this combination of settings (above) which produced the sample report at left.

Setting Up The Seating Chart



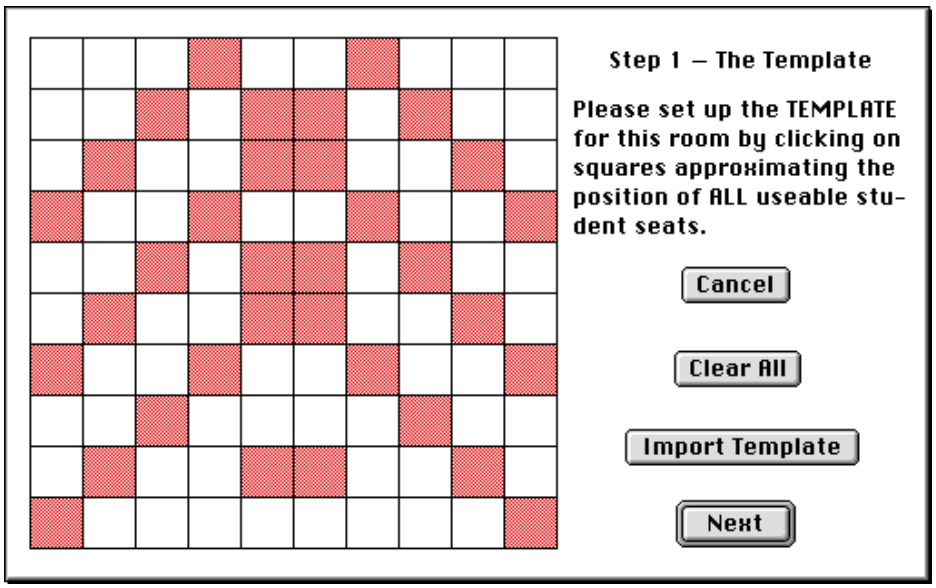
■ Classroom Layout

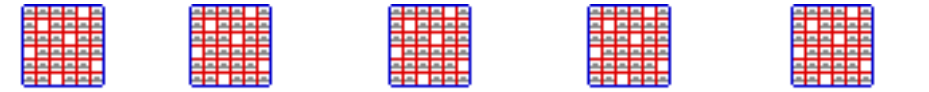
Nothing could be simpler than setting up a seating chart in *Making the Grade*—and we've made room for **five** different ones in each class. The first step in creating a chart is to identify the relative position of **all available seats** in a classroom. The only restriction here is that all student seats must fall within a 10 x 10 grid. Other than that, you may be as imaginative as you wish in arranging your chairs, tables, and desks.


Step 1 – The Template
Please set up the TEMPLATE for this room by clicking on squares approximating the position of ALL useable student seats.
Cancel
Clear All
Import Template
Next

NOTE: For our purposes, please consider the **bottom of the room template** the spot from which you or your aides usually take attendance.

NOTE: Even though there are 100 choices in the seating chart template, you may select only 80 at a time, the maximum number of students allowed in a class.


Step 1 – The Template
Please set up the TEMPLATE for this room by clicking on squares approximating the position of ALL useable student seats.
Cancel
Clear All
Import Template
Next



TWO TIME-SAVERS

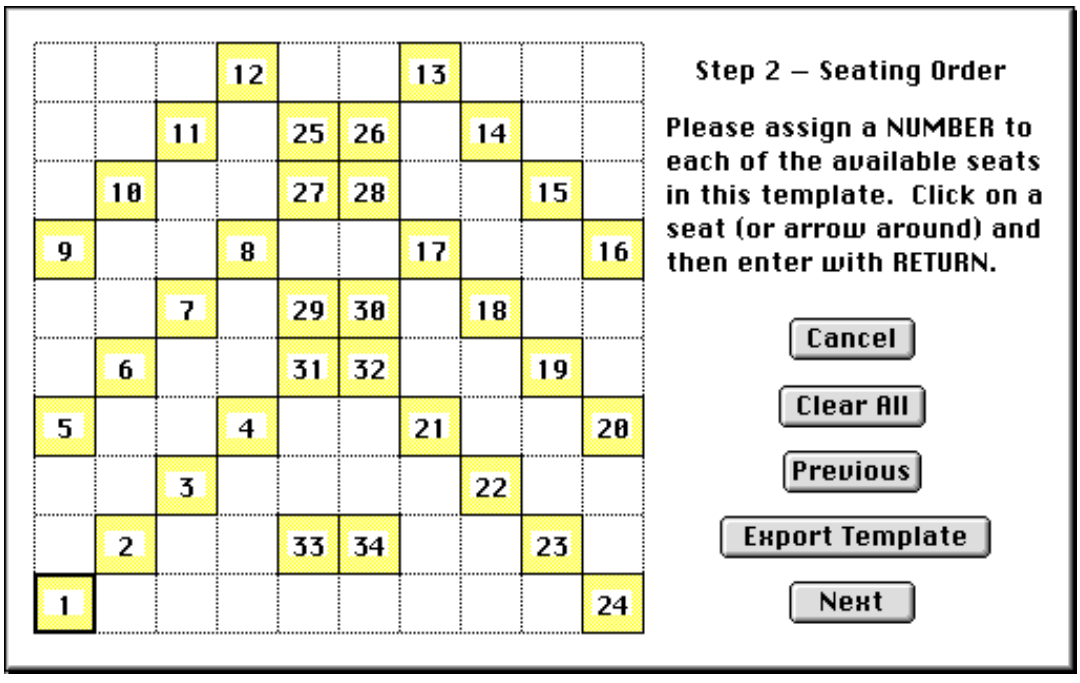
Once again, the *Making the Grade* **Import** button leaps to the fore! Use it to bring in a room template from another class setup—or from a specially **exported** template file (icons below left).

Attention, Department Chairs: Save your colleagues' valuable time by laying out and exporting templates for all the rooms they teach in. Drag them onto the work room hard drive, say, so they can **import** them when setup time comes.

■ Template Flow

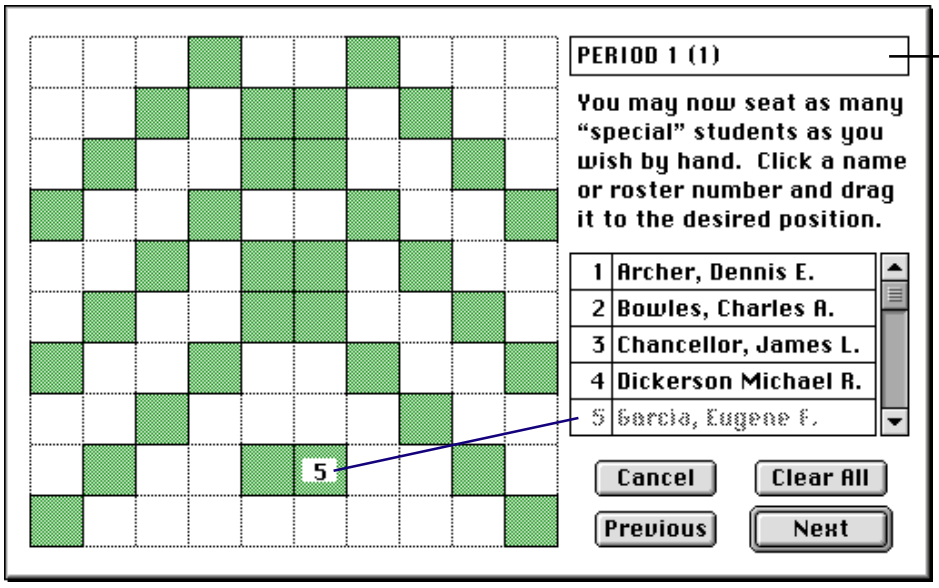
The second step in setting up a seating chart may seem unusual at first blush, for here we ask you to **number** every available seat in the room. Why do we need to know your "template flow"? Two screens from now you'll be able to seat some or all of your students **automatically** within the template according to the criteria of your choice (alphabetically, by rank in class, and so forth). With such an option, we'll need to know your directional preferences when we reach the end of a column or row.

You may use the mouse or arrow keys to move around within the template. RETURN enters a flow number and DELETE removes that entry. You'll notice that we remember the last direction entered by an arrow key, so leaning on RETURN will send you quickly and automatically along the same path as before.


Step 2 – Seating Order
Please assign a NUMBER to each of the available seats in this template. Click on a seat (or arrow around) and then enter with RETURN.
Cancel
Clear All
Previous
Export Template
Next

■ Manual Placement

Finally, it's time to place student bodies within your seating chart—this time **by hand**. That is, you may click and drag from the roster box (below) students who need "special" placement within your classroom. Normally such attention is required for only a few persons, especially early in the school year, so this function should take precious little time.


PERIOD 1 (1)
You may now seat as many "special" students as you wish by hand. Click a name or roster number and drag it to the desired position.
1 Archer, Dennis E.
2 Bowles, Charles A.
3 Chancellor, James L.
4 Dickerson Michael R.
5 Garcia, Eugene F.
5
Cancel
Clear All
Previous
Next

You may give your first seating chart a **title** here. We default to "PERIOD 1 (1)," "PERIOD 1 (2)," and so on; but you may enter anything you wish, 30 characters maximum.

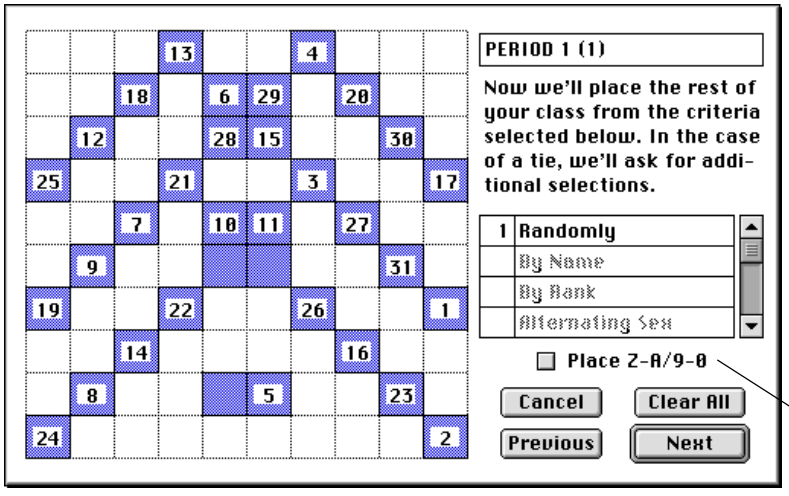
"Special Seating" Features:

- Hand-placed students may be returned to the roster area by dragging their numbers back into the roster box.

- Once placed, students may be repositioned by clicking on their numbers and dragging to a new location.

■ Automatic Placement

And now for the **real** time saver! Assuming that you haven't manually placed *all* of your students, you'll be able to seat all remaining persons **automatically**—according to any of 25 placement criteria (at left and below).



Keep in mind the following "rules and regs" for automatic seating:

- Once **Randomly** is selected, all other categories become inactive (dimmed).

- Since it's possible for ties to exist within a chosen category (several students having the same Zip Code, for instance), we'll ask for additional selections until all ties are broken (or until **Randomly** is picked, the ultimate tie-breaker).

- Seating is usually done in an **A-Z/0-9** order; click here to **invert** that pattern.

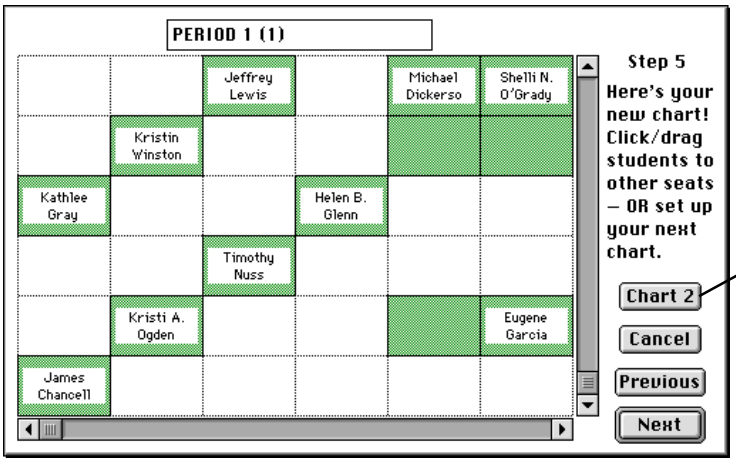
	Same Sex
	By Group Code
	By Grading System
	By Citizenship Mark

	By Counselor
	By Zip Code
	By Book Number
	By Locker Number

	By Phone Number
	By Birthdate
	Custom Fields 1-10

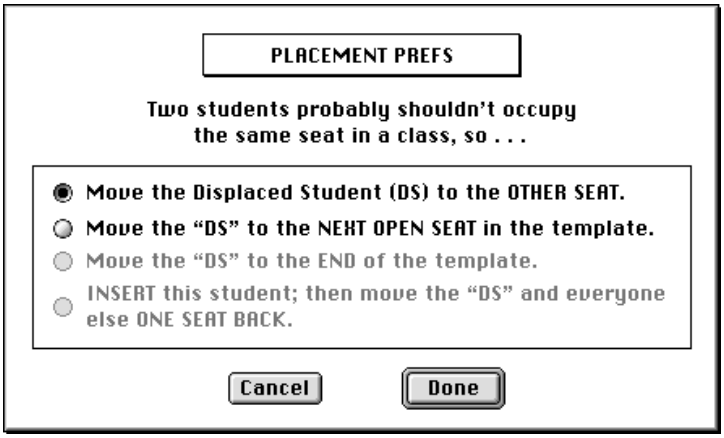
Final Adjustment

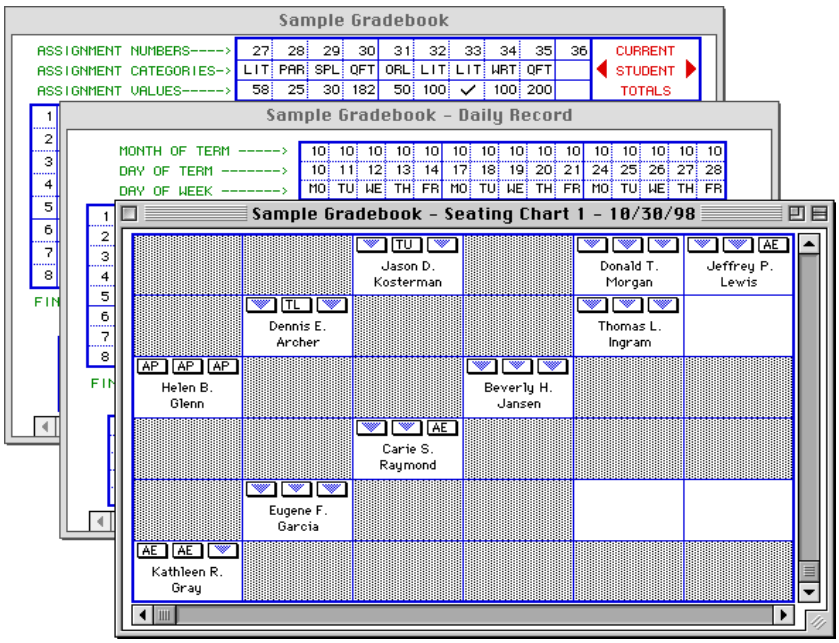
At last, you're able to see the fruits of your labors. In this final screen student roster position numbers have been replaced with students' names (often shortened for display purposes) so you can see who is sitting next to whom. In the inevitable event that a Butch Cassidy has been accidentally placed next to a Sundance Kid (EEK!), you may click and drag one or both of them to any other seat in the template—**including a currently occupied one**. Of course, when you place a student on top of another, you'll see the screen shown below.



NOTE: Once you've set up your first chart, you may set up others using the same template. You may create up to **5** such configurations per class, ones like **Daily Chart**, **Exam Chart**, **"Sub" Chart**, and **Reading Group**.

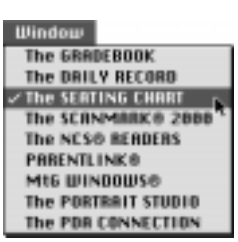
We present four options for reseating students who've been "sat upon" by another. The **first** of these (the default) simply exchanges the locations of the two students in question. The **second** and **third** move the uprooted student to the next (or last) open seat. The **final** option inserts a student *before* the other and then moves everyone else one number back in the template flow. This choice is perfect for those times when a class has been seated by rank or by name and a new student transfers in. Just stick 'em in—we'll move 'em back.


PLACEMENT PREFS
Two students probably shouldn't occupy the same seat in a class, so . . .
Move the Displaced Student (DS) to the OTHER SEAT.
Move the "DS" to the NEXT OPEN SEAT in the template.
Move the "DS" to the END of the template.
INSERT this student; then move the "DS" and everyone else ONE SEAT BACK.
Cancel
Done

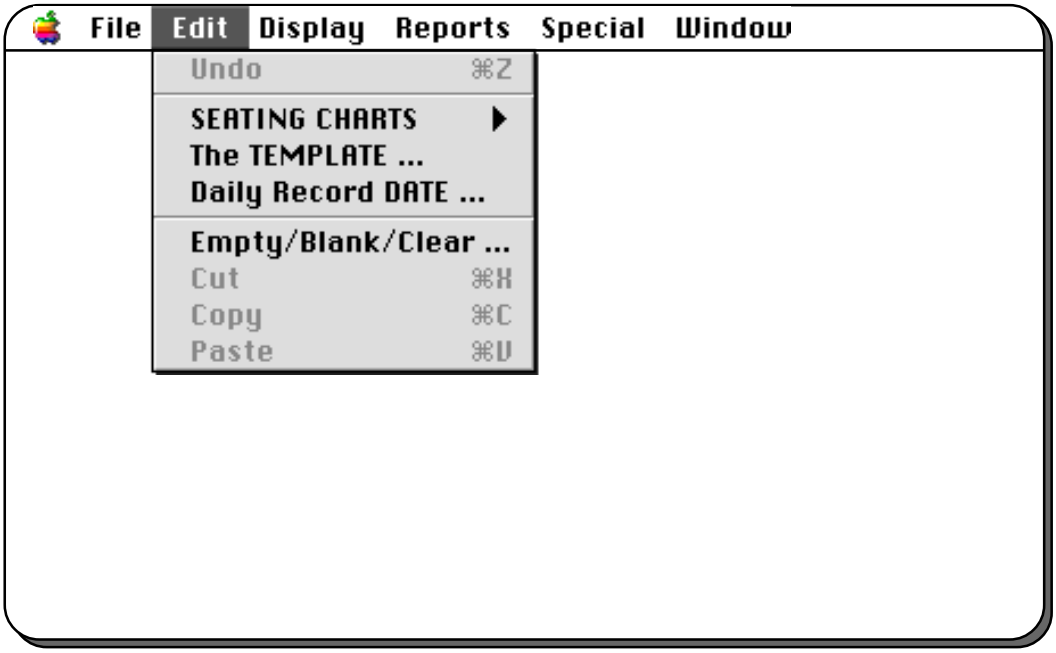


THAT'S ALL THERE IS TO IT!

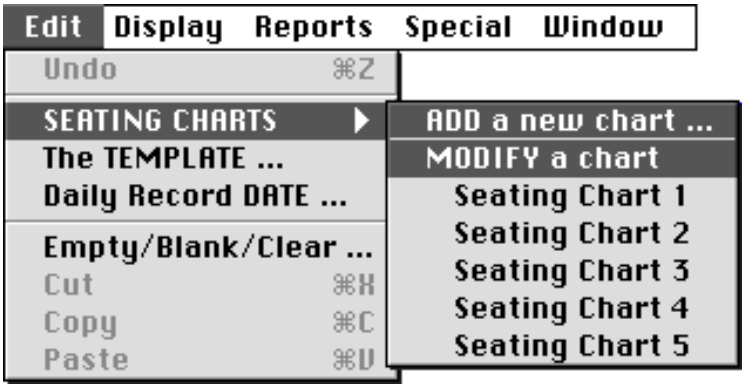
Once you've set up all of your charts, we'll return you to the three *Making the Grade* editing screens (three if you've set up the Daily Record segment as well). Each program element can be activated and brought forward by clicking once on its screen or by accessing it under **Window** in the main menu bar.



Editing The Seating Chart



New and Existing Seating Charts



ADDING A NEW CHART

Little virtue lies in belaboring the obvious, so we shall not. Suffice it to say that this is the menu option one chooses when additional socio-positional engineering becomes necessary during the year. The option will be available as long as one or more charts remain to be set up (out of a maximum of five).

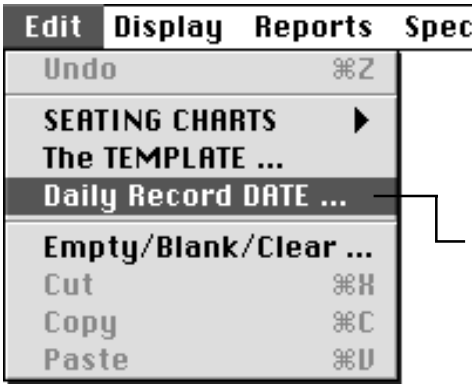
MODIFYING AN EXISTING CHART

The steps in this simple process have been described in detail in the previous section, so we shall be merciful again. It must be noted, however, that you may not modify the room **template** within *this* option, for that may involve the destruction of other existing charts. (More about *that* on following pages.)

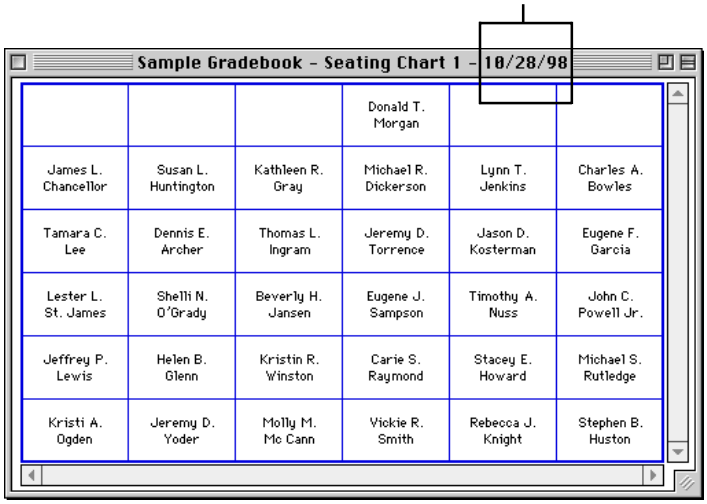
■ Modifying the Template

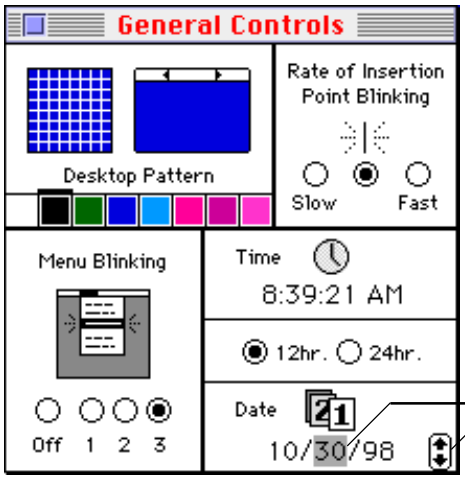
As you can tell from the warning message at right above, editing a room template by adding, removing, or repositioning students' seats **may** necessitate the reconstruction of all existing charts. We permit such modification, of course, **and** we even attempt to keep as much of your original template flow as possible. Nevertheless, once you commit to the relocation of even one seat in your template, you must completely rebuild all layouts based upon it.

■ The Date of Daily Record Entry



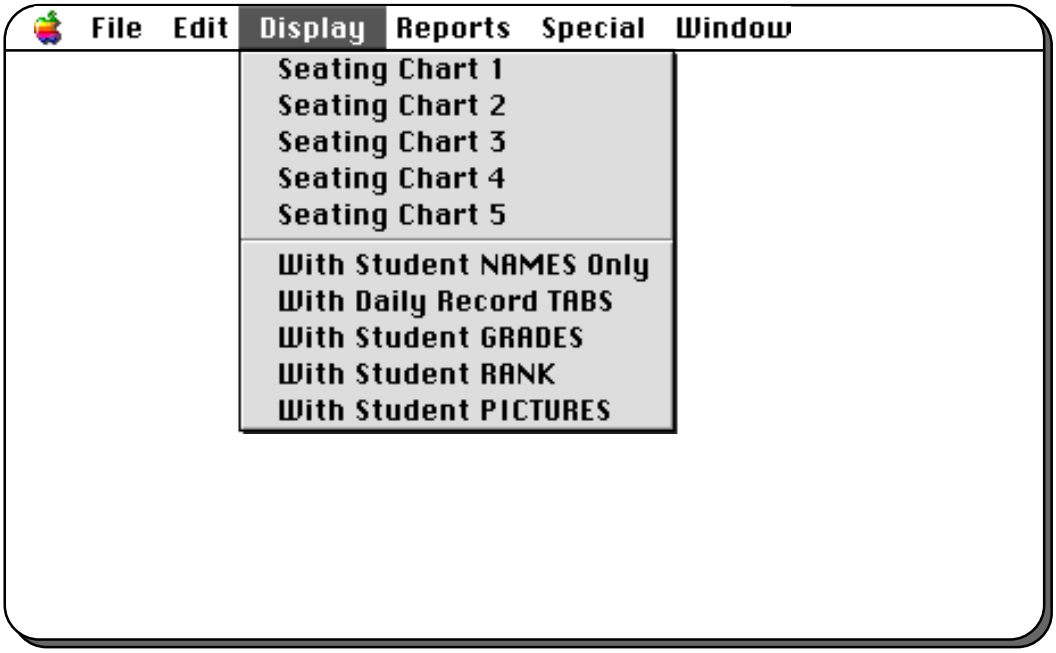
The default date of Daily Record entry is taken directly from your Mac's **system clock**. If it has not been set correctly, access your **Date & Time** or **General Control Panel** (below left) and change the date shown. If you simply wish to change the current entry date, click within the calendars which follow in this option and record your data.





Click on the incorrect date element; type in the correct number **or** use the up and down arrows.

Displaying The Seating Chart

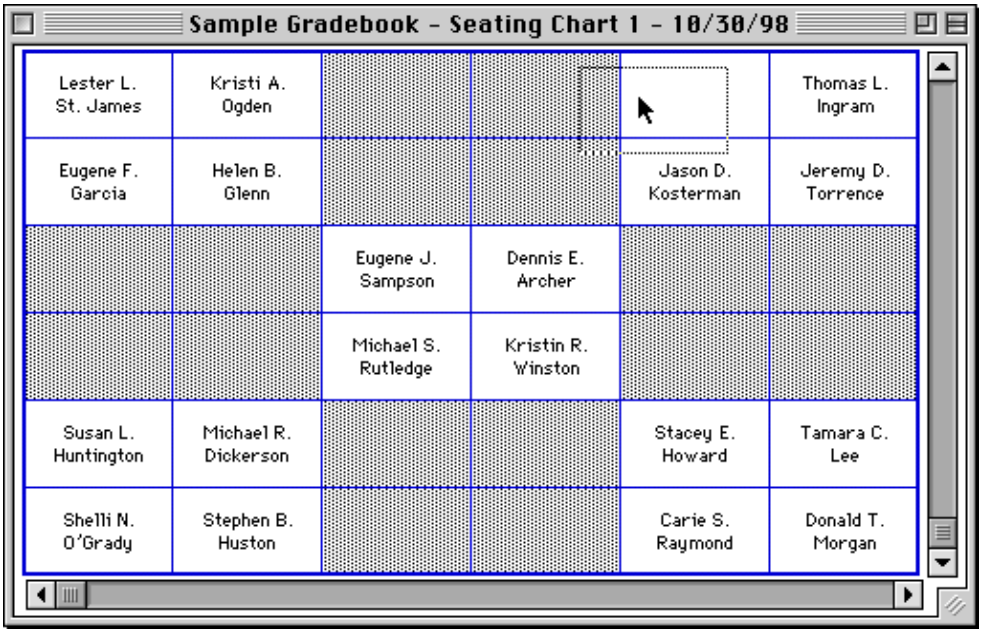


■ With Student Names

The *Making the Grade* Seating Chart displays in five basic modes: with **names only** (the generic brand), with **data entry tabs** (for Daily Record entry), with **current student grades**, with **current rank in class**, and with **students' pictures**.

The **names only** chart at right is perfect for use early in a school term when no assignments, attendance, or behavioral data have been recorded. Keep in mind that the "drag and drop" feature used to set up the chart is still active, so you may move your charges around at will.

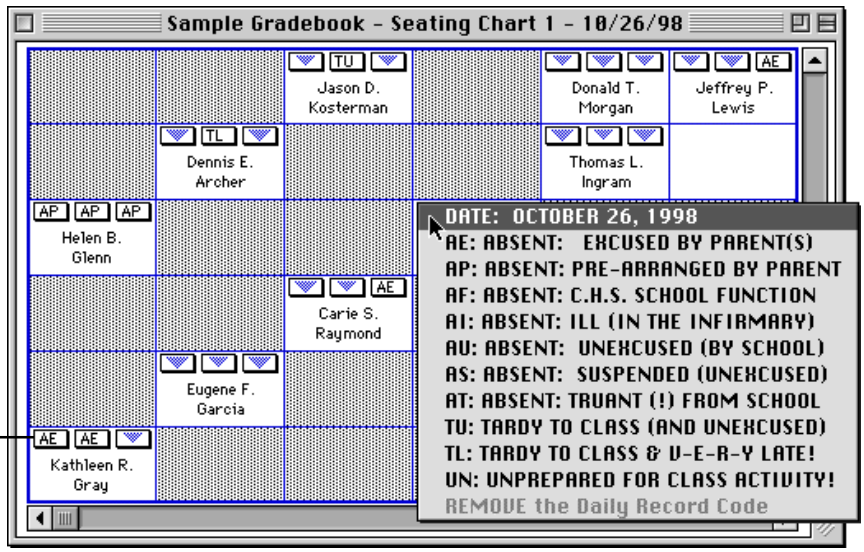
A HINT: Drag your "no shows" out of the main body of your charts to a back row or column until they arrive.



With Daily Record Tabs

This "flavor" of *MtG* seating chart may eventually prove to be your favorite, especially if you have a computer in your classroom. Click on the Daily Record to bring it forward; then click on the rightmost inverted triangle in the upper left corner of a student's seat. The full list of your Daily Record categories will descend, complete with codes and descriptions. Slide down to the appropriate item, and release. The two-letter category code will then appear inside that tab, and the entry will be recorded automatically in the Daily Record as well. (See Helen Glenn's seat at right.)

A HINT: Expand and center the seating chart on your monitor when using this option. It makes entry for bottom row students much easier.


Sample Gradebook - Seating Chart 1 - 10/26/98
Jason D. Kosterman
Donald T. Morgan
Jeffrey P. Lewis
Dennis E. Archer
Thomas L. Ingram
Helen B. Glenn
Carie S. Raymond
Eugene F. Garcia
Kathleen R. Gray
DATE: OCTOBER 26, 1998
AE: ABSENT: EXCUSED BY PARENT(S)
AP: ABSENT: PRE-ARRANGED BY PARENT
AF: ABSENT: C.H.S. SCHOOL FUNCTION
AI: ABSENT: ILL (IN THE INFIRMARY)
AU: ABSENT: UNEXCUSED (BY SCHOOL)
AS: ABSENT: SUSPENDED (UNEXCUSED)
AT: ABSENT: TRUANT (!) FROM SCHOOL
TU: TARDY TO CLASS (AND UNEXCUSED)
TL: TARDY TO CLASS & U-E-R-Y LATE!
UN: UNPREPARED FOR CLASS ACTIVITY!
REMOVE the Daily Record Code

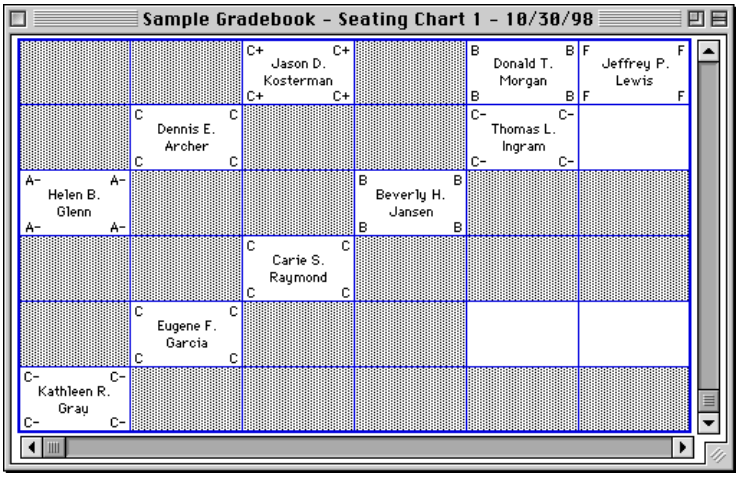
With Grades or Rank in Class

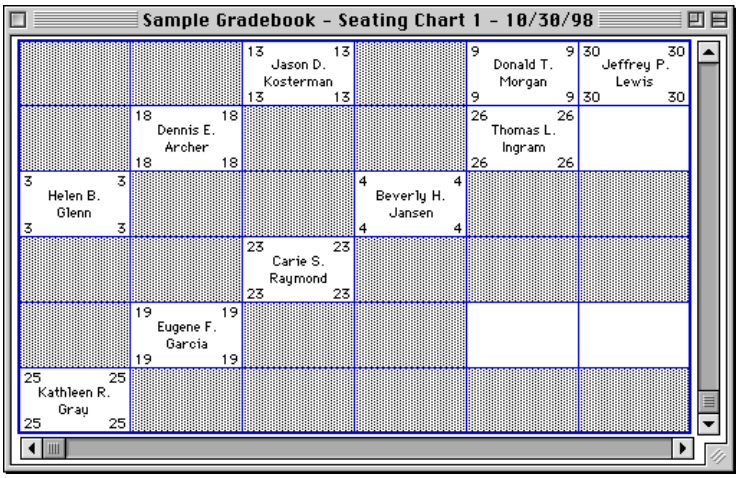
And now for the real power behind the *MtG* seating chart! Once you've recorded a number of assignments for your students, you may use these two options to examine more closely the academic dynamics of your classroom.

That is, you may display charts with students' **grades** or their **rank in class** to find out specifically where pockets of intellectual excellence and resistance exist in your room. We place this information in all four corners of each seat so you can easily compare the performance of students seated next to or near to each other.

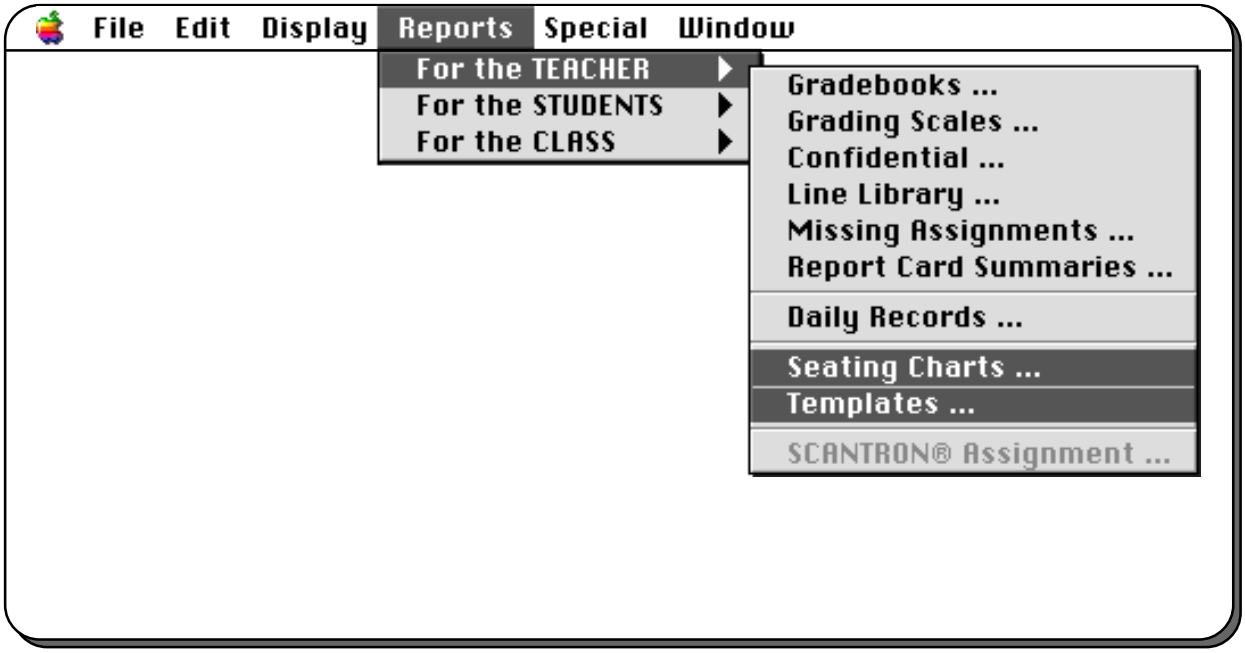
You'll note in the two charts at right, for instance, that Helen Glenn *may* be feeling a bit isolated from the other academic leaders in her class as she sits in a sea of relative mediocrity. Of course, it's just possible that is where she *prefers* to reside—or perhaps it's your hope to infect those seated around her with her strong sense of dedication and enthusiasm. Either way, the more information and analytical insight available, the better—for you, for your students, and for the class as a whole.

Keep in mind that you can still drag and drop students to new locations within the chart in either or both of these display modes. Just be sure not to broadcast either screen publicly. (A seating chart with student numbers is a grand *non sequitur*, to say the least.)

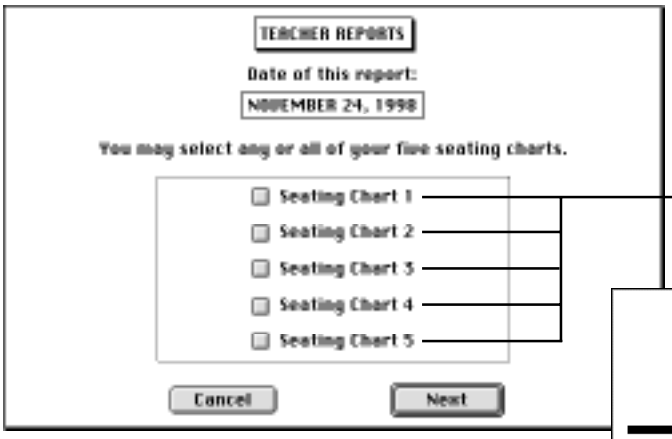




Printing Seating Charts

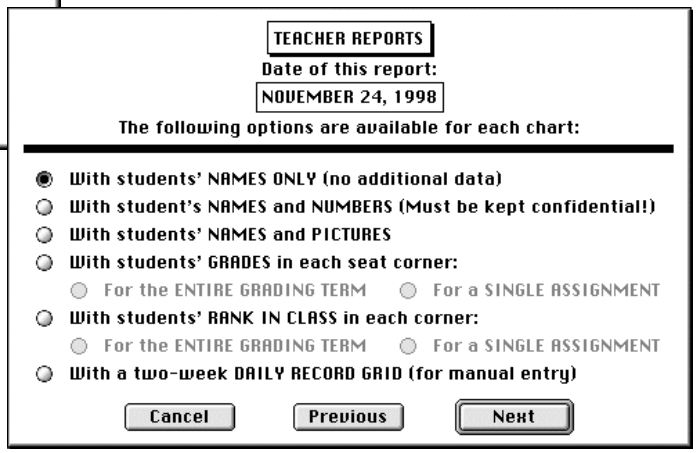


Seating Charts and the Room Template



So what's left to say about printing a *Making the Grade* document? By now you're probably an expert in the publication process, so we'll offer only a few tips, samples, and words of explanation.

These seating chart titles are the *MtG* default entries only. They can—and will—be replaced by the titles **you** enter in the **setup** or **modify** sections.


TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
The following options are available for each chart:
With students' NAMES ONLY (no additional data)
With student's NAMES and NUMBERS (Must be kept confidential!)
With students' NAMES and PICTURES
With students' GRADES in each seat corner:
For the ENTIRE GRADING TERM
For a SINGLE ASSIGNMENT
With students' RANK IN CLASS in each corner:
For the ENTIRE GRADING TERM
For a SINGLE ASSIGNMENT
With a two-week DAILY RECORD GRID (for manual entry)
Cancel
Previous
Next

You may choose to print any of six variations upon each seating chart: **With Names Only**, **With Names and Numbers, With Names and Pictures, With Grades** (for the term or an assignment), **With Rank** (for term or assignment), or **With a Two-Week Daily Record Grid** at the top and bottom of each seat. We've included sample reports on the following page, so do take a look.

Seating Chart With Student Names Only

SOPHOMORE 3/4B ENGLISH
DAILY CHART: ROOM 201

JAMES L. CHANCELLOR	TIMOTHY A. HUSS	LYNN T. JENKINS	REBECCA J. KNIGHT	MICHAEL S. RUTLEDGE	
MICHAEL R DICKERSON	STEPHEN B. HUSTON	SUSAN L. HUNTINGTON	TAMARA C. LEE	EUGENE J. SAMPSON	JEREMY D. TORRENCE
LESTER L. ST. JAMES	EUGENE F. GARCIA	THOMAS L. INGRAM	SHELLI H. O'GRADY	CHARLES A. BOWLES	MOLLY M. MC CANN
JEFFREY F. LEWIS	DONALD T. MORGAN	BEVERLY H. JANSEN	DENNIS E. ARCHER	JOHN C. POWELL JR.	STACEY E. HOWARD
CARIE Z. RAYMOND	JASON D. KOSTERMAN			HELEN B. GLENN	KRISTI A. OGDEN
KATHLEEN R. GRAY	JEREMY D. TODER			VICKIE R. SMITH	KRISTIN R. WINSTON

Seating Chart With Grades For the Term

SOPHOMORE 3/4B ENGLISH
DAILY CHART: ROOM 201

JAMES L. CHANCELLOR	TIMOTHY A. HUSS	LYNN T. JENKINS	REBECCA J. KNIGHT	MICHAEL S. RUTLEDGE	
MICHAEL R DICKERSON	STEPHEN B. HUSTON	SUSAN L. HUNTINGTON	TAMARA C. LEE	EUGENE J. SAMPSON	JEREMY D. TORRENCE
LESTER L. ST. JAMES	EUGENE F. GARCIA	THOMAS L. INGRAM	SHELLI H. O'GRADY	CHARLES A. BOWLES	MOLLY M. MC CANN
JEFFREY F. LEWIS	DONALD T. MORGAN	BEVERLY H. JANSEN	DENNIS E. ARCHER	JOHN C. POWELL JR.	STACEY E. HOWARD
CARIE Z. RAYMOND	JASON D. KOSTERMAN			HELEN B. GLENN	KRISTI A. OGDEN
KATHLEEN R. GRAY	JEREMY D. TODER			VICKIE R. SMITH	KRISTIN R. WINSTON

A HINT: Make a transparency of this chart, place it on an overhead, and let students see what you're recording!

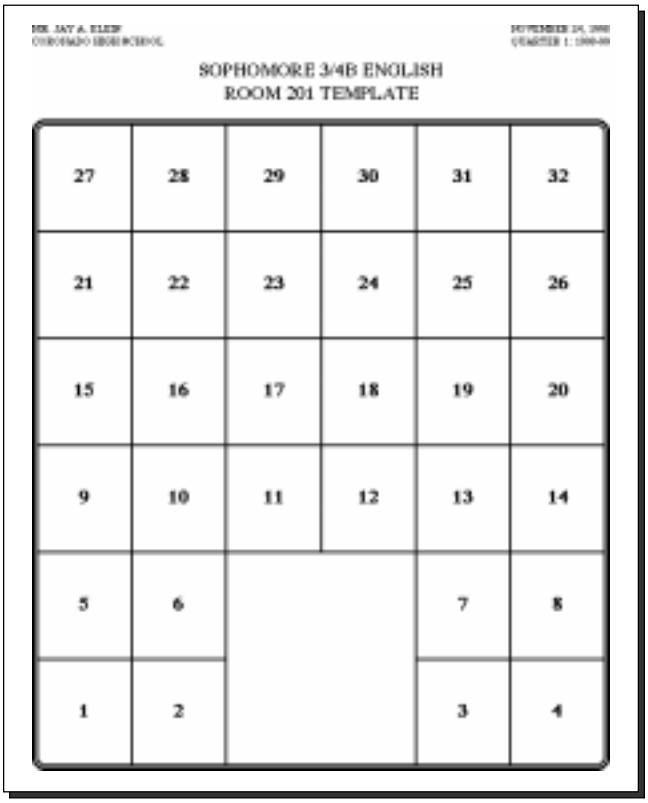
REMEMBER: All of these charts are suitable for posting except the one above (and **with rank**). Beware FERPA!

Seating Chart With Daily Record Grids

SOPHOMORE 3/4B ENGLISH
DAILY CHART: ROOM 201

JAMES L. CHANCELLOR	TIMOTHY A. HUSS	LYNN T. JENKINS	REBECCA J. KNIGHT	MICHAEL S. RUTLEDGE	
MICHAEL R DICKERSON	STEPHEN B. HUSTON	SUSAN L. HUNTINGTON	TAMARA C. LEE	EUGENE J. SAMPSON	JEREMY D. TORRENCE
LESTER L. ST. JAMES	EUGENE F. GARCIA	THOMAS L. INGRAM	SHELLI H. O'GRADY	CHARLES A. BOWLES	MOLLY M. MC CANN
JEFFREY F. LEWIS	DONALD T. MORGAN	BEVERLY H. JANSEN	DENNIS E. ARCHER	JOHN C. POWELL JR.	STACEY E. HOWARD
CARIE Z. RAYMOND	JASON D. KOSTERMAN			HELEN B. GLENN	KRISTI A. OGDEN
KATHLEEN R. GRAY	JEREMY D. TODER			VICKIE R. SMITH	KRISTIN R. WINSTON

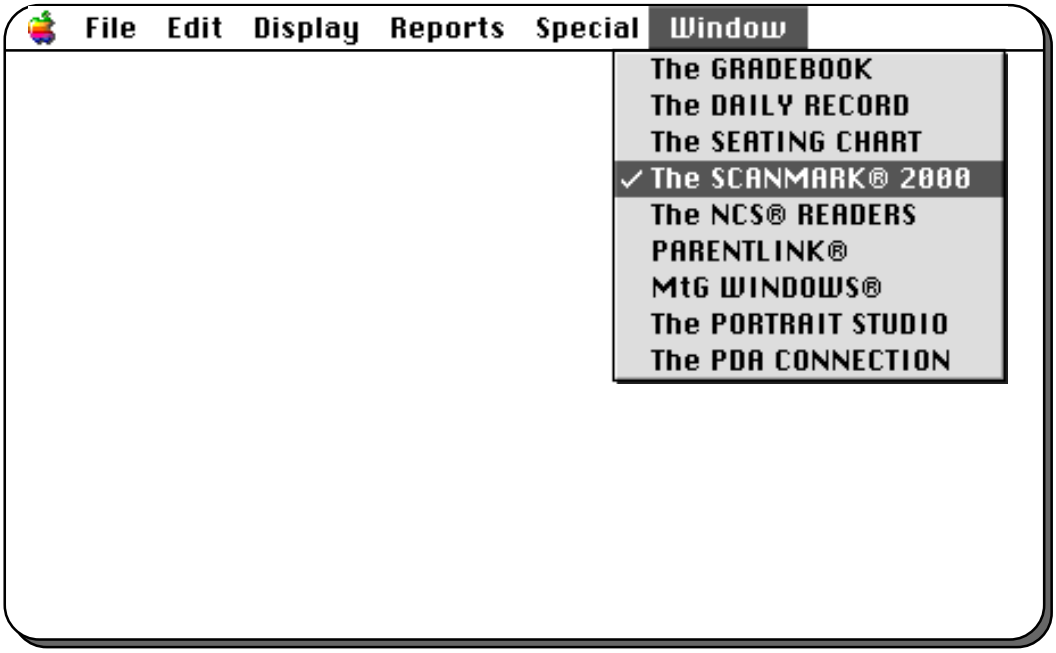
Room Template With "Flow" Numbers



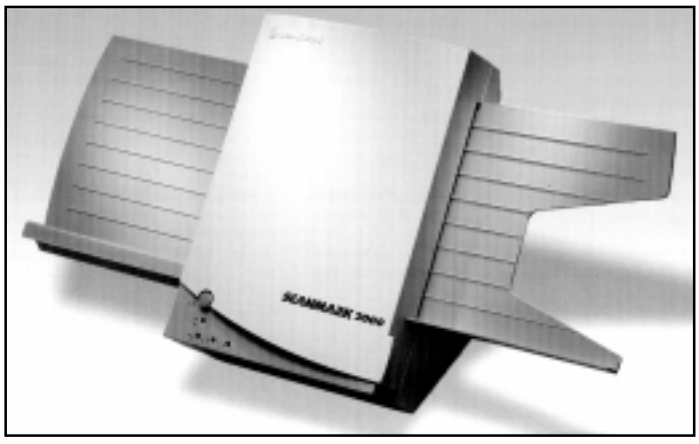
SOPHOMORE 3/4B ENGLISH
ROOM 201 TEMPLATE

27	28	29	30	31	32
21	22	23	24	25	26
15	16	17	18	19	20
9	10	11	12	13	14
5	6			7	8
1	2			3	4

The ScanMark™ OMR



Here they are, the newest elements in *Making the Grade's* integrated package of teacher productivity tools—**the ScanMark™ 2000 and 2500 Optical Mark Readers (OMR)**. It has been our good fortune to work with Scantron Corporation for over ten years now, starting with the 1100, 1200, 1300, and 2100 series and *Grade Busters 1/2/3*. As easy as it was to scan students' multiple-choice answer sheets into the Apple II, the ScanMark 2000 and 2500 set unparalleled new standards for user friendliness and machine-scored testing within Macintosh classrooms. These marvelous devices are not only simpler to set up and operate than any of their predecessors (they're truly "plug and play")—they're completely portable as well! They don't have to be bolted to a table in the faculty workroom or welded to a cart in the media center, for each weighs only 16.7 pounds and comes in its own travel case. (This looks so much like a bowling or ski boot bag that my students asked if we were going on a field trip recently instead of taking a scheduled monster test.) All of these marvelous features go for naught, however, if the devices don't make your job easier or save massive amounts of your precious time. Simply put, colleagues, this the ScanMark 2000 and 2500 do with aplomb, not to mention genuine concern for your departmental, building, or district hardware budgets. Take a close look and judge for yourself . . . .



SCANTRON CORPORATION
http://www.scantron.com

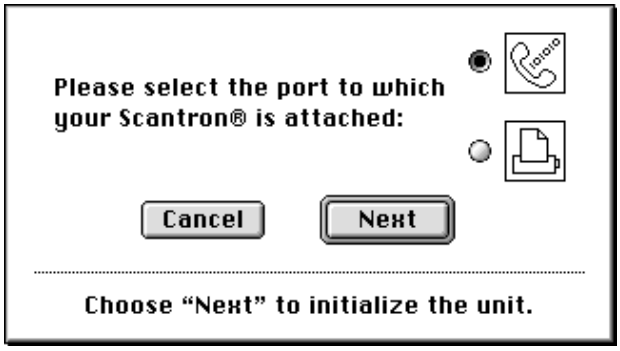
■ Setting Up The Machine

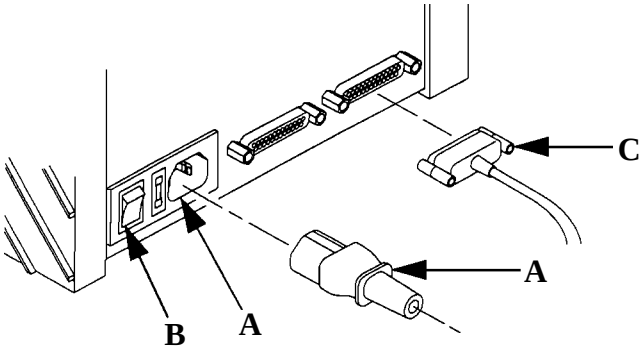
We're pleased to announce that setting up and connecting the ScanMark 2000 and 2500 to each of our three testing-station Macs required no technical savvy whatsoever—and not even one visitation to the User Manual accompanying the instrument. Of course, that document should be your first and primary resource for assembling the components of the ScanMark and for connecting it to your computer. Based on our experience, however, we can offer only two additional pieces of advice:

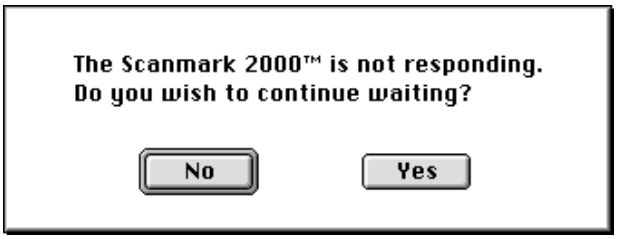
SETUP SUGGESTIONS

1. Because the ScanMark is easily carried from room to room, you'll probably set it up and tear it down frequently, perhaps even daily. If so, make doubly sure each time to secure the cable **firmly** to the backside of the machine. Fingernails or coins from your pocket or purse just won't do , so get yourself a little screwdriver and keep it handy.
2. You may connect the ScanMark to your Mac's **printer** or **modem port**. Connect it to the latter. Every time we connected through the printer port we couldn't "access" it because AppleTalk was on. Then we had to go to the Chooser, turn AppleTalk off, and reboot both machines to make a fresh run at the process. Too much trouble in this—so use the modem port.

Once you select the ScanMark 2000 option under **Window** in the *MtG* main menu, you'll see the screen at right asking where we should look for the device. (Notice the default radio button set to the recommended modem port.) Now, before you click the **Next** button to initialize the unit, make sure that the machine is plugged in **(A)**, that it is turned on **(B)**, and that the cable is firmly seated and connected **(C)** to the port indicated.



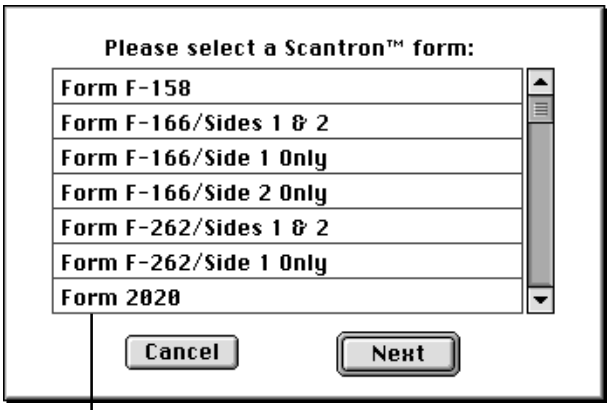




The above message is what you'll see if you don't *really* have a ScanMark 2000 attached and just wanted to see what would happen if you selected the option. However, if you actually **do** have one connected and *still* see this message, check the following items first: (**1**) the ScanMark power switch, (**2**) its power cord, (**3**) the serial cable connection on the ScanMark, and (**4**) the serial cable connection on the Mac. If everything seems to be set correctly, power down both machines for a few seconds, and launch afresh. Static electricity and gremlins have been known to stifle our best intentions before, right?

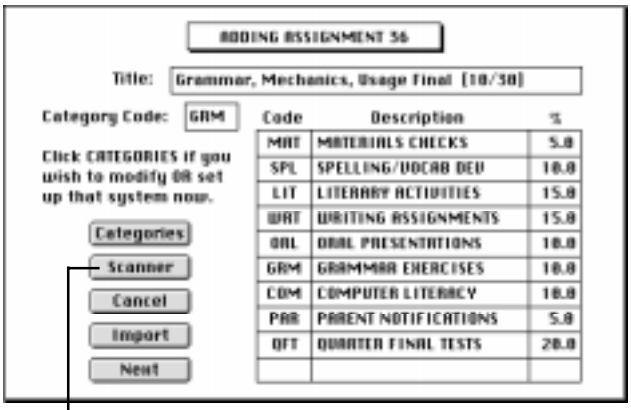
Setting Up an Assignment

There are **five simple steps** which must be followed to score a Scantron assignment and enter it into your gradebook. **First**, you must indicate the type of form used for the activity. **Second**, you must enter pertinent setup information for the assignment, just as you normally would. **Third**, you must tell us precisely which portion of the Scantron Form you wish us to grade. **Fourth**, you must scan the Answer Key. And **fifth**, you must score all of your students' sheets. That's all there is to it!



Step 1: Selecting the Form

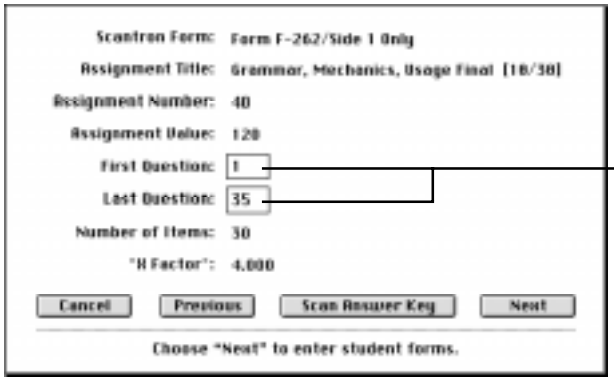
The list of forms above will grow over the years, no doubt, as new sheets are designed and as we receive feedback from teachers across the country. Do be careful to differentiate among layout definitions for Side 1 Only forms, Side 2 Only forms, and Sides 1 and 2 forms. Check the range/position of items on your Answer Key before your make the above selection, and all should be well.



Step 2: Setting Up the Assignment

You've probably noticed the Scantron button on the assignment setup screen before, and at last it comes into play. Keep in mind that if you access the machine-scoring option from this screen, you should click that button *before* entering setup info in the boxes. Mac protocols necessitate finding and initializing the ScanMark without "baggage," so nothing entered here *before* the click will be retained.

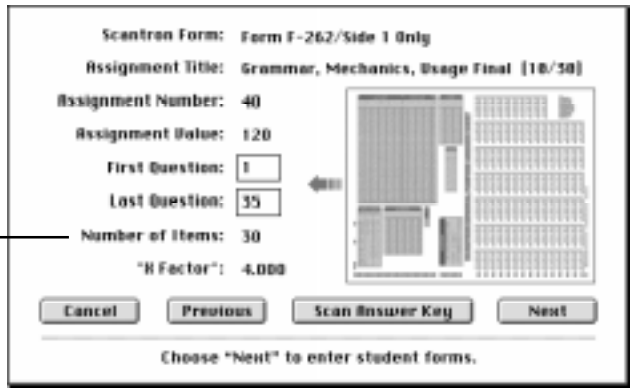
Step 3: Indicating Activity Range



Once you've denoted the specific items to be scanned for this activity, click the **Scan Answer Key** button and feed it through the machine. Please note that you may leave items **blank** between the First and Last Questions, but we *will* ask you to confirm the "anomaly" if we find such gaps in your key. The sample activity at right had five empty items (26-30, as a matter of fact); therefore, the screen confirms only 30 active items between Questions 1 and 35. The assignment was assigned a value of 120 points, so each item will have an X-Factor of 4.000.

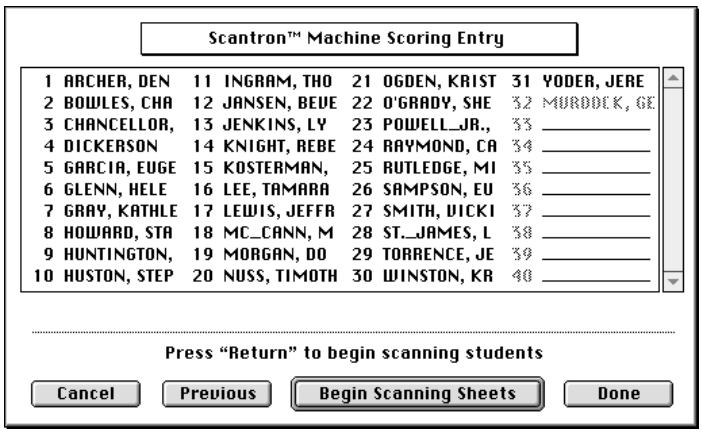
This Scantron summary screen is similar to those you've seen before, with a couple of significant exceptions. Notice the two numbers in the rectangles at left indicating the **First Question** and **Last Question** of the activity. These two items constitute the ***MtG* Money Saver**, for, depending upon the range of scores you wish to scan at any given time, you can use **ALL** of a student's answer sheet during the course of a year. For the activity at left we're evaluating Items 1-35. The next time, we can focus upon Items 36-70 if we wish, thereby saving valuable paper.

Step 4: Scanning the Answer Key



■ Scoring an Assignment

The final window in the ScanMark 2000 OMR process is a familiar old friend, the Random Entry Screen (at least we *hope* you've seen this layout before). All you must do at this point is press **Return**, run your students' answer sheets through the machine, and check the screen to see what each person received. (Worry not—we can print the number of correct items on each page, but read your ScanMark User Manual to see exactly how that process works.) It is uncommon, but distinctly possible, that a sheet may jam going into the ScanMark or simply be misread in the scanning process. In that case, take a look at the suggestions below.

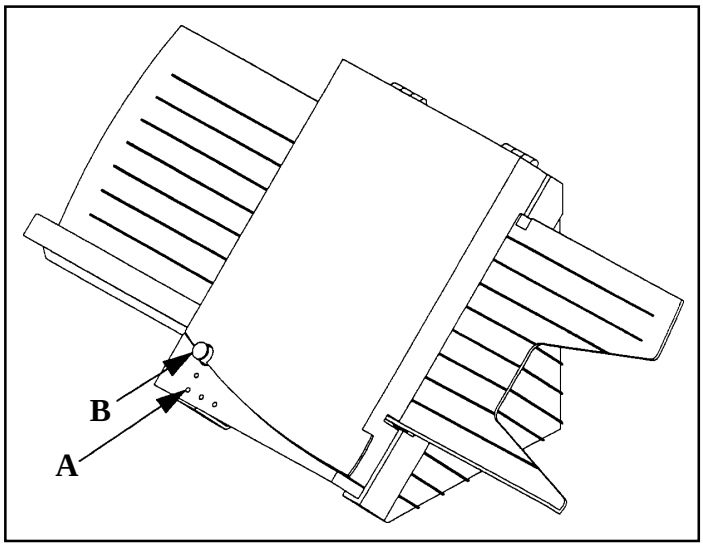

Scantron™ Machine Scoring Entry
1 ARCHER, DEN 11 INGRAM, THO 21 OGDEN, KRIST 31 YODER, JERE
2 BOWLES, CHA 12 JANSEN, BEVE 22 O'GRADY, SHE 32 MURDOCK, GE
3 CHANCELLOR, 13 JENKINS, LY 23 POWELL_JR., 33
4 DICKERSON 14 KNIGHT, REBE 24 RAYMOND, CA 34
5 GARCIA, EUGE 15 KOSTERMAN, 25 RUTLEDGE, MI 35
6 GLENN, HELE 16 LEE, TAMARA 26 SAMPSON, EU 36
7 GRAY, KATHLE 17 LEWIS, JEFFR 27 SMITH, VICKI 37
8 HOWARD, STA 18 MC_CANN, M 28 ST._JAMES, L 38
9 HUNTINGTON, 19 MORGAN, DO 29 TORRENCE, JE 39
10 HUSTON, STEP 20 NUSS, TIMOTH 30 WINSTON, KR 40
Press "Return" to begin scanning students
Cancel
Previous
Begin Scanning Sheets
Done

Step 5: Scanning Students' Answer Sheets

SCANNING TIPS

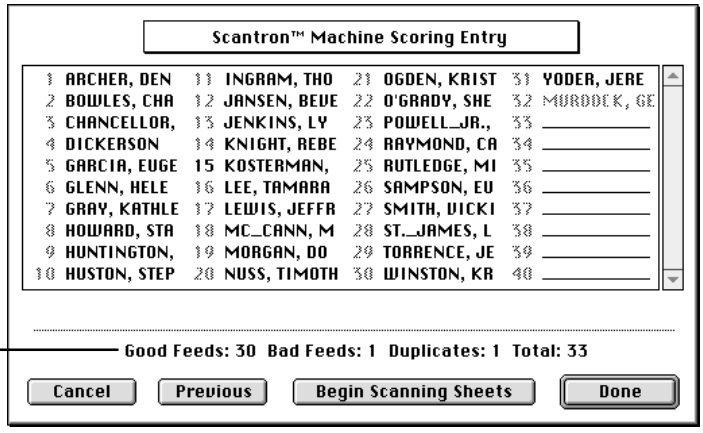
1. Be sure that the **Ready Lamp** (A) is **on** before feeding your Answer Key and students' sheets through the ScanMark. If at any point the machine falls "off line," we recommend that you exit *Making the Grade* and restart both machines. Remember, gremlins abound!
2. Occasionally a sheet will fail to pass cleanly through the ScanMark, becoming "locked out" of the scanner. (If so, you'll see the Ready Lamp blinking rapidly.) When this occurs, press the green **End Button** (B) **once** and insert that page again.

The Control Panel of the ScanMark 2000



After your last answer sheet has been fed through the ScanMark, press the green End of Batch Button again (or press Command + Period on the Mac keyboard) to bring the scanning sequence to its conclusion. **NOTE:** If you suddenly discover an ungraded answer sheet or two lying around after pushing the End Button, click **Begin Scanning Sheets** again and feed the errant sheet(s) through. When you're completely finished with the batch, please note the summary line at screen bottom indicating how many good, bad, and duplicate feeds occurred during the session.

ScanMark Assignment Summary Screen


Scantron™ Machine Scoring Entry
1 ARCHER, DEN 11 INGRAM, THO 21 OGDEN, KRIST 31 YODER, JERE
2 BOWLES, CHA 12 JANSEN, BEVE 22 O'GRADY, SHE 32 MURDOCK, GE
3 CHANCELLOR, 13 JENKINS, LY 23 POWELL_JR., 33
4 DICKERSON 14 KNIGHT, REBE 24 RAYMOND, CA 34
5 GARCIA, EUGE 15 KOSTERMAN, 25 RUTLEDGE, MI 35
6 GLENN, HELE 16 LEE, TAMARA 26 SAMPSON, EU 36
7 GRAY, KATHLE 17 LEWIS, JEFFR 27 SMITH, VICKI 37
8 HOWARD, STA 18 MC_CANN, M 28 ST._JAMES, L 38
9 HUNTINGTON, 19 MORGAN, DO 29 TORRENCE, JE 39
10 HUSTON, STEP 20 NUSS, TIMOTH 30 WINSTON, KR 40
Good Feeds: 30 Bad Feeds: 1 Duplicates: 1 Total: 33
Cancel
Previous
Begin Scanning Sheets
Done

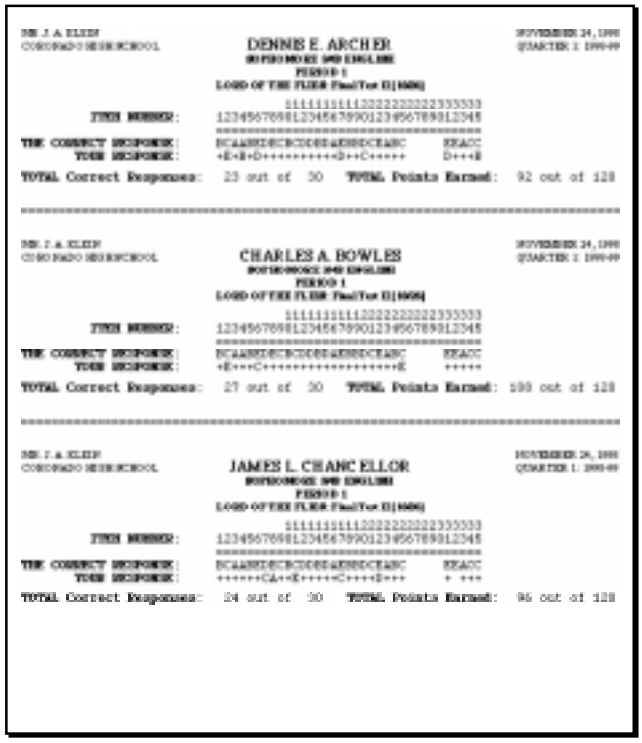
Scoring the Next Assignment

Here's some fantastic news!

The ScanMark 2000 segment of *Making the Grade* enables (and encourages) you to scan "retake and makeup" answer sheets for a previously-entered assignment. In fact, once you've entered and saved a Scantron record within a class file, you'll see the above message every time you access that program feature again. Please understand that if you select **Old Assignment** here, you will *not* be able to rescan your Answer Sheet for that activity—only student response sheets. If you had to alter the original key for that assignment, you must **delete** it completely from your gradebook, and rescan the entire batch of sheets as a **New Assignment**. (Multiple Answer Keys per assignment is just too much data for us to handle right now, given the memory constraints of most Macintoshes in the classroom today. Perhaps in a future version . . . .)

Printing A ScanMark Record

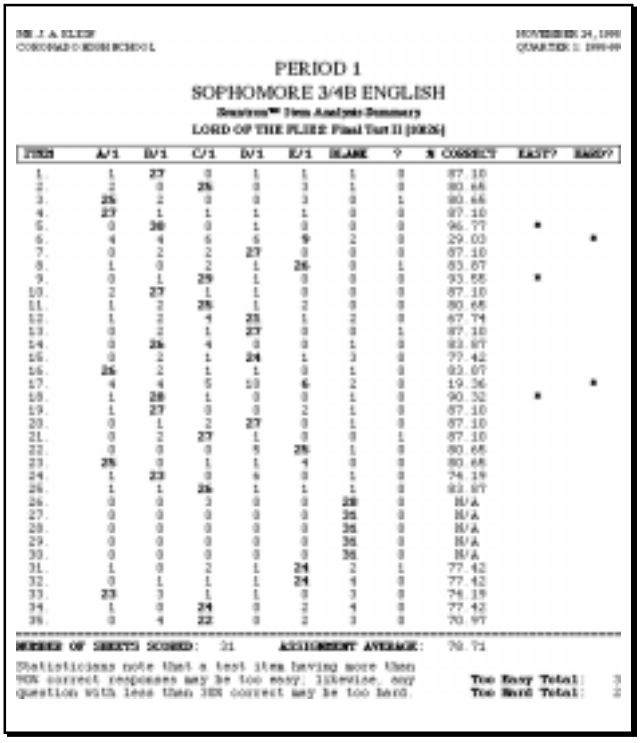
We know you've seen the ScanMark print options throughout the **Student and Class Reports** section of *Making the Grade*, so we've included a few examples thereof for your examination below. All of the information contained in these reports is stored within each class file. And it will remain there with other student data to be printed whenever you wish—that is, **until you enter and save your next Scantron assignment**. At that time, the next activity's data will be written on top of that in the previous record, and the latter will be lost forever. So, if you have plans to obtain hardcopy records of student performance for any scanned-in assignment, be sure to do so *before* you record the next.


DENNIS E. ARCHER

CHARLES A. BOWLES

JAMES L. CHANCELLOR

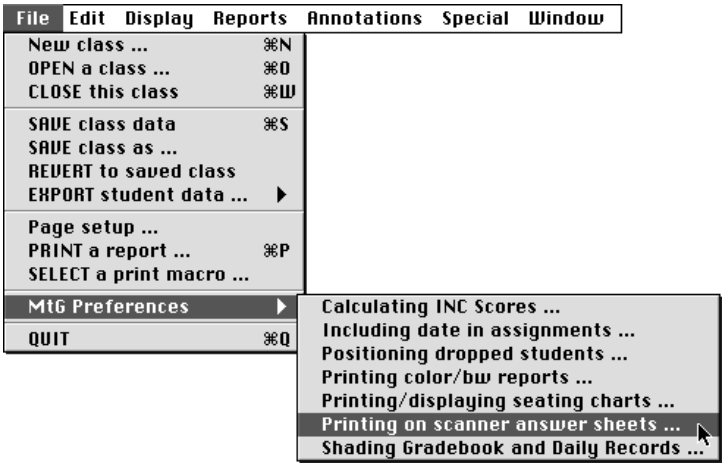
Student Scantron Reports with Answer Key

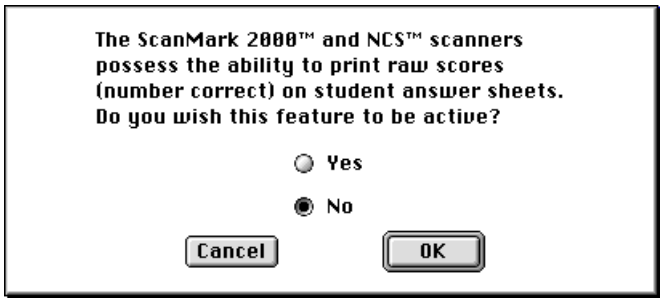

PERIOD 1

SOPHOMORE 3/4B ENGLISH

Class Scantron Analysis for Assignment 36

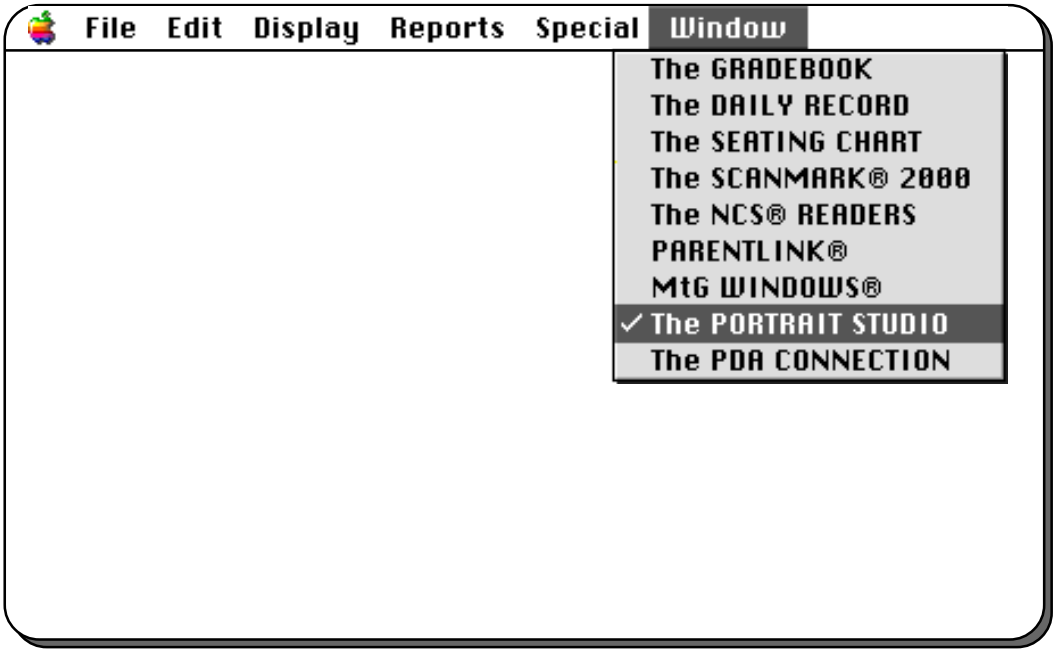
■ Scanner Preferences


File Edit Display Reports Annotations Special Window
New class ... ⌘N
OPEN a class ... ⌘O
CLOSE this class ⌘W
SAVE class data ⌘S
SAVE class as ...
REVERT to saved class
EXPORT student data ...
Page setup ...
PRINT a report ... ⌘P
SELECT a print macro ...
MtG Preferences
QUIT ⌘Q
Calculating INC Scores ...
Including date in assignments ...
Positioning dropped students ...
Printing color/bw reports ...
Printing/displaying seating charts ...
Printing on scanner answer sheets ...
Shading Gradebook and Daily Records ...


The ScanMark 2000™ and NCS™ scanners possess the ability to print raw scores (number correct) on student answer sheets. Do you wish this feature to be active?
Yes
No
Cancel
OK

Careful readers of this portion of the documentation may have noted (on page 122) that *Making the Grade* "can print the number of correct items on each page, but read your ScanMark User Manual to see exactly how that process works." Unfortunately, we know all too well how difficult locating such a document can be. ("Hey, has anyone seen the ScanMark User Guides? They were here in this drawer last year, I think . . . .") Therefore, the feature in question can be found within *Making the Grade* itself in the **File** menu under **MtG Preferences** and in **Printing on scanner answer sheets.** As seen in the screen above, the program defaults to "No" when asked if you wish to print raw scores on student answer sheets. We chose this position for two reasons: The scoring process is much quieter and less disruptive (if your machine is in the classroom), and you will more than likely wish to use the same answer sheet again in the future. Because the ScanMark usually prints raw score in the same position on each answer sheet, these numbers quickly become unreadable, anyway.

Taking Student Pictures



Sir Max Beerbohm once observed, "It seems to be a law of nature that no man ever is loth to sit for his portrait." Such is certainly true within *Making the Grade*, for students have the power in the **MtG Portrait Studio** to take their own pictures and perfect at their leisure their electronic likenesses, perhaps for the first time ever! (Haven't we *all* taken more than one bad school picture?) And once students finally approve of their portraits—even if imported from the school's CD-ROM—they're ready for placement in **seating charts** (for you and for your substitutes), in take-home **student progress reports** (just think of parents' reactions), in **Select-A-Student** activity windows, and much more. All it takes to bring this magic to your classroom is one of the electronic gizmos below (or pictures already taken elsewhere).

■ Portrait Studio Hardware

The best news for students about to take electronic pictures is that "do-overs" are not only tolerated . . . they're expected! "Film" is exceedingly cheap for devices like these, the prices of which range from under $100 to thousands of dollars for professional models. The HandyCam™ (below left) and QuickCam™ (below right)

capture pictures "on-line," enabling students to see and manipulate their images in real time. The Mavica™ (previous page, center left) and JamCam™ (previous page, center right) take pictures "off-line," transferring their images to Macintoshes via floppy diskettes and 8-pin cable connections, respectively. No matter which of these fine tools you choose, all you really have to do is bring students' pictures to your modem port, printer port, floppy or hard drive and attach them to the *MtG* student database via the **Portrait Studio** module. We'll handle the rest, as you will see in the sections to follow.

■ Portrait Studio Software

If you elect to generate student pictures "on-line," be advised there is one additional piece of software your computer must possess. Worry not, however, for it's free of any charge and comes pre-installed on almost every Macintosh ever sold: Apple Computer's **QuickTime™ 3** (or later), a miraculous multimedia package adopted by the "Wintel" world as well. This software component enables the **Portrait Studio** to accept virtually every picture format ever devised for personal computers, including **bmp**, **gif**, **jpeg/jfif**, **macpaint**, **pict**, **tiff**, and more too numerous to mention.

Check your System folder first to see if you have **QuickTime 3** already installed within the Extensions folder. If so, you should find most or all of the icons below, only the first of which is absolutely essential.

If these elements are not present anywhere within your System folder, you must obtain the **QuickTime 3** package from Apple Computer before proceeding with on-line capture of student pictures. Fortunately, **QT3** is only a modem connection away on the Apple Computer website at **http://www.apple.com**.

http://www.apple.com/quicktime/download/index.html

http://www.apple.com/cgi-bin/qt_loc_reg.pl

Capturing Student Images

Capturing student pictures with camera or camcorder attached directly to the Macintosh CPU is the way we prefer to work with the Portrait Studio . . . as it is for most students. It's almost impossible to match the instantaneous feedback they receive examining pictures freshly snapped of themselves. Your only major responsibility at this point is to attach your video instrument to the **printer** or **modem port** . . . **and then make sure that port is unencumbered by any other software or internal device**. It is crucial, for instance, that **AppleTalk** and **HP printer drivers** be completely inactive in the **Chooser** if you connect through the printer port. Likewise, you must make sure that no **modem** or **fax software** has seized the external modem port, disallowing other connections there. (Global Village fax extensions and control panels are infamous for locking up modem ports, even when their major applications are not being used.) The Mac OS **Extensions Manager** and Casady & Greene's **Conflict Catcher** can be of invaluable assistance in freeing up your port of choice.

Once your imaging device is properly attached, capturing students' pictures is a simple matter of utilizing the dozen (or so) active buttons below.

Click this bar to **display the class roster** and select a student for "portraiture."

Click here to **delete one student's picture**, in this case Dennis E. Archer's.

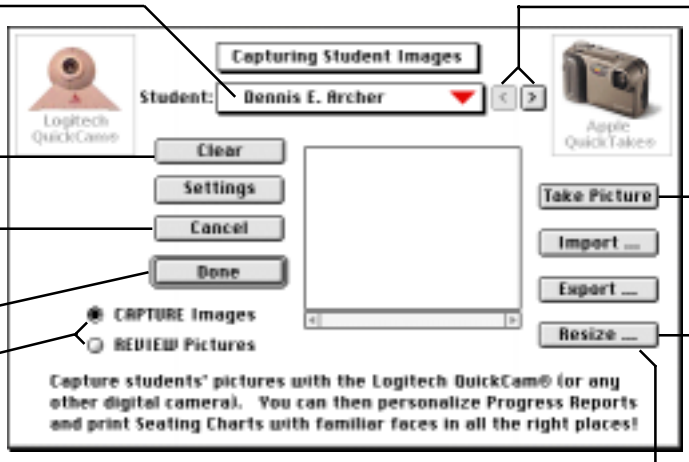
Click here to **back out**, leaving everything unchanged.

Click here to **accept all pictures taken or modified.**

Click these two buttons to **(1) open the connection to your camera**, **(2) take a picture**, and then **(3) review any and all student pictures taken**.

NOTE:

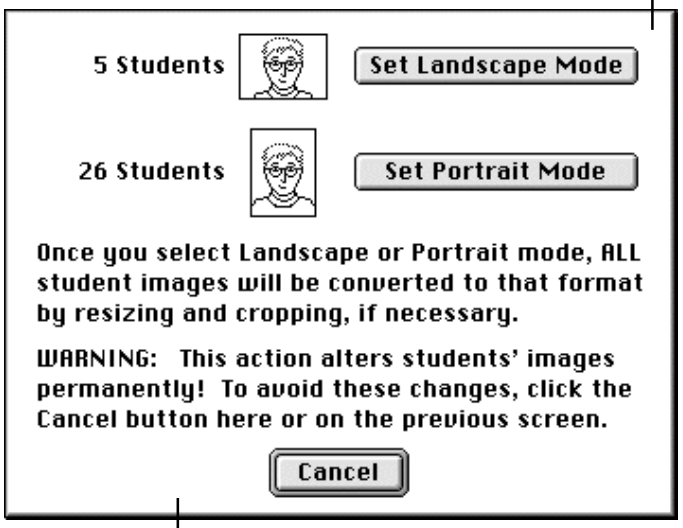
The **Take Picture** and **CAPTURE** buttons will not be active unless and until an on-line device is detected by *MtG*. Again, this means that the camera must be properly connected to your Mac, the port must be free of encumbrances by other software/hardware, and QuickTime 3.0.2 (or later) must be present and active within the System folder. If these buttons are active, **but no picture appears within the portrait rectangle**, the port you've chosen is still not completely free.



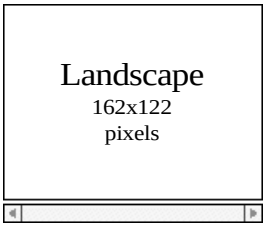
Click these arrows to move through the class roster **one student at a time**.

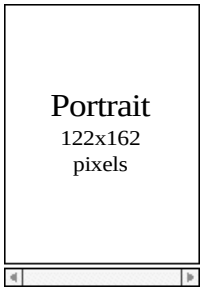
Click this button when the picture in the rectangle is **just right**!

Making the Grade supports two modes of taking and displaying student pictures: **Landscape** and **Portrait**. The former describes an aspect ratio that is wider than it is tall; the latter, one that is taller than it is wide (left and below). The **Resize** button switches between these two modes.


5 Students
Set Landscape Mode
26 Students
Set Portrait Mode
Once you select Landscape or Portrait mode, ALL student images will be converted to that format by resizing and cropping, if necessary.
WARNING: This action alters students' images permanently! To avoid these changes, click the Cancel button here or on the previous screen.
Cancel

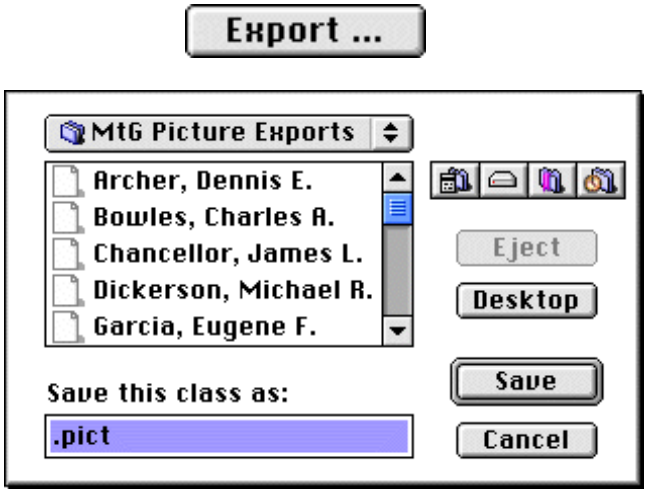
Clicking the **Resize** button displays the screen above, detailing how many pictures have been taken thus far and in what modes. If you've rotated your camera and **mixed** the two aspect ratios, you may "reunify" them—permanently—into a single mode by clicking either of the two main buttons above.



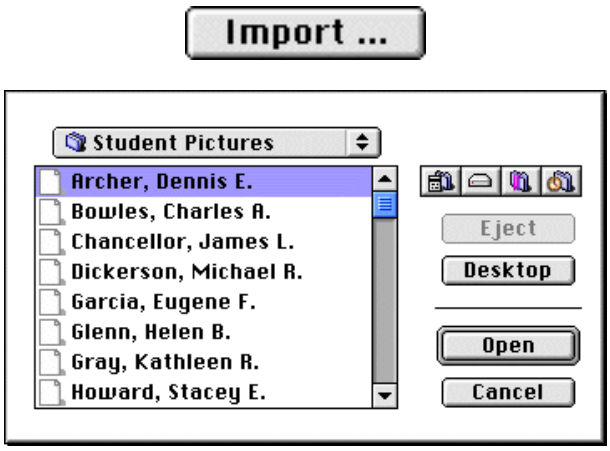


Three buttons from the main Portrait Studio screen remain to be investigated: **Settings**, **Import**, and **Export**.

The first of these buttons is available only when QuickTime is active and an imaging device is attached to your Mac. Clicking **Settings** reveals a series of control panels (in this case for the Logitech QuickCam) which modify the image displayed in the portrait rectangle. These controls include **Compression**, **Image**, and **Source** for the QuickCam, but we recommend that you consult your camera's documentation for additional information.



It's clear that the primary purpose of the *MtG* Portrait Studio is to get student pictures **into** the program's database, so why the export function here? The answer originated with a young man in a midwest high school who was among the earliest users of the Portrait Studio. He proclaimed to anyone who would listen that he had never taken a decent school picture in his life, but thanks to the many "do-overs" available with *MtG*, he finally did . . . and he begged us for a copy for his personal records. Who could say no to such an earnest, enthusiastic, and—finally—satisfied customer?



The **Import** button is active only when the Portrait Studio is in **REVIEW Pictures** mode. It is designed for teachers who either don't have access to an imaging device or who prefer to use pictures taken by someone else (perhaps the official school photographer). Remember, *Making the Grade* will import any picture format recognized and supported by Apple's QuickTime 3.0 . . . and that is virtually all of them!

Points To Remember

1. *Making the Grade* stores student pictures outside each gradebook file in a separate (but related) document with the QuickCam icon and the appendange **.pict**.

Sample Gradebook.pict

We externalize student images to make backing up your files as easy as possible (so please do so regularly). To keep your pictures properly "attached," however, keep them in the same directory as their parent file and do not alter their title. **NOTE:** If it is your wont to create a new class file when grading periods change, amend the name of the old picture file to reflect the new title + **.pict**, of course, and voila! Student pictures appear in the new class's Portrait Studio as well.

2. All *MtG* class files can be read on Mac and Windows platforms, regardless of where they were created. The same can be said of the student picture file, for it too is independent of these two operating systems. Just keep it in the same directory as the original class file, and all will be well.

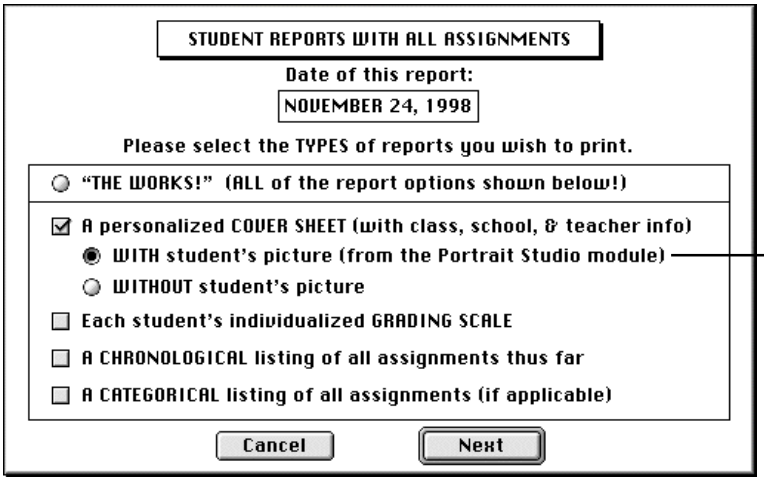
Portrait Studio Softcopy

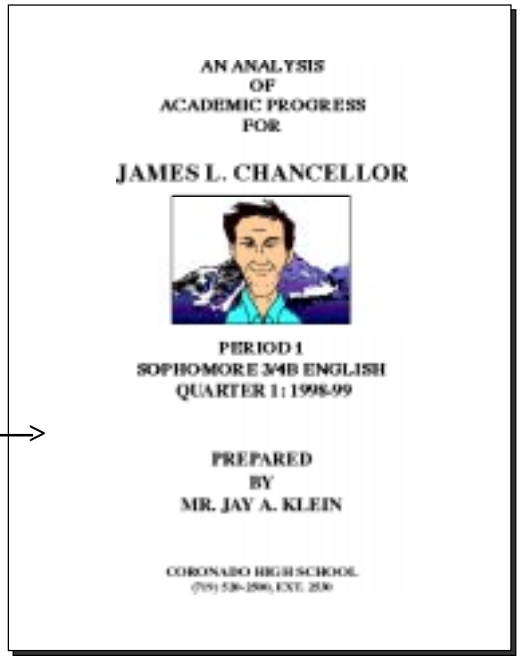
Once you've collected all of your students' pictures, you'll find they play a variety of roles within *Making the Grade*, both on screen and on paper. On screen, portraits are displayed most prominently in the Seating Chart, a powerful vehicle for learning new students' names quickly *and* for arming stubstitutes with the information they most urgently need!

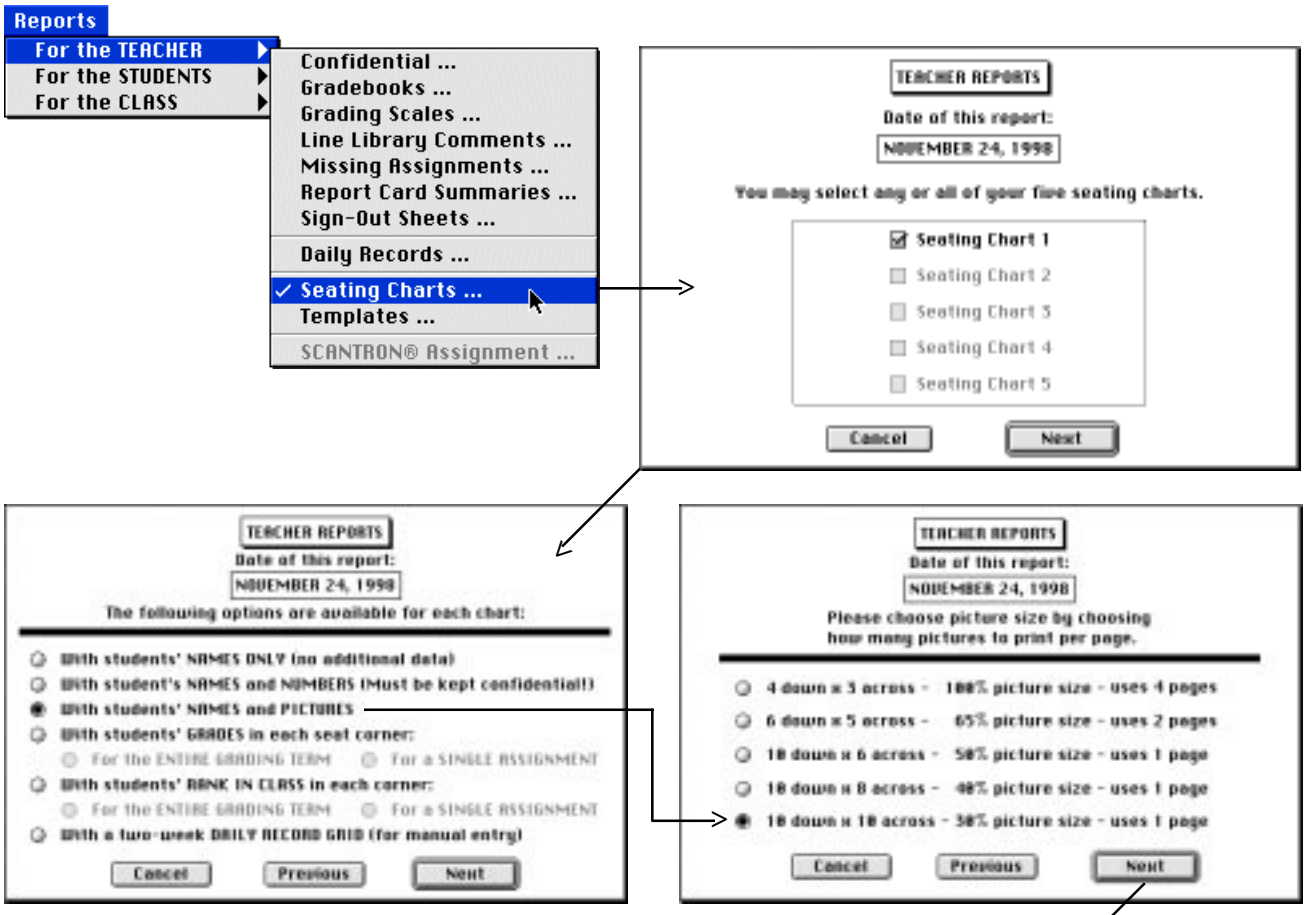
Select-A-Student windows display students' likenesses instead of their names *if* a picture is available within the .pict file. On-screen seating charts like the one at right are also displayed by selecting **Display > With Student PICTURES** from the main menu bar. **A TIP:** Student **names** for each of the faces in the chart may be revealed—and **daily attendance** taken—simply by mouse-clicking on the pictures in the chart. (We imported 32 celebrity sketches here, rather than using real students' pictures. Aren't you glad these folks won't be in your class?)

Portrait Studio Hardcopy

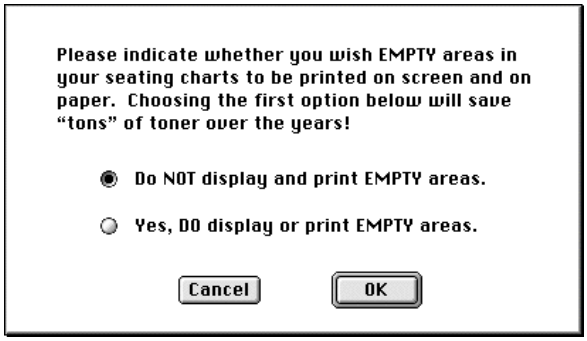
We examined the **Cover Sheet** option in detail on page 58 of "Printing Gradebook Reports," so little more needs to be said here. The only practical tip we have at this point is to print these cover sheets in **color** on a laser or ink-jet printer in **best** mode (*if* the pictures were taken in color, of course). The extra time and effort are well worth it.

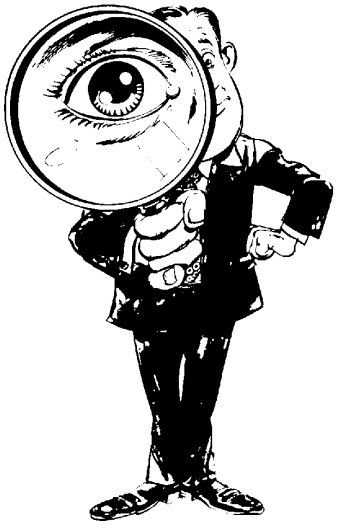

STUDENT REPORTS WITH ALL ASSIGNMENTS
Date of this report:
NOVEMBER 24, 1998
Please select the TYPES of reports you wish to print.
"THE WORKS!" (ALL of the report options shown below!)
A personalized COVER SHEET (with class, school, & teacher info)
WITH student's picture (from the Portrait Studio module)
WITHOUT student's picture
Each student's individualized GRADING SCALE
A CHRONOLOGICAL listing of all assignments thus far
A CATEGORICAL listing of all assignments (if applicable)
Cancel
Next




Reports
For the TEACHER
For the STUDENTS
For the CLASS
Confidential ...
Gradebooks ...
Grading Scales ...
Line Library Comments ...
Missing Assignments ...
Report Card Summaries ...
Sign-Out Sheets ...
Daily Records ...
Seating Charts ...
Templates ...
SCANTRON® Assignment ...
TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
You may select any or all of your five seating charts.
Seating Chart 1
Seating Chart 2
Seating Chart 3
Seating Chart 4
Seating Chart 5
Cancel
Next
TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
The following options are available for each chart:
With students' NAMES ONLY (no additional data)
With student's NAMES and NUMBERS (Must be kept confidential!)
With students' NAMES and PICTURES
With students' GRADES in each seat corner:
For the ENTIRE GRADING TERM
For a SINGLE ASSIGNMENT
With students' RANK IN CLASS in each corner:
For the ENTIRE GRADING TERM
For a SINGLE ASSIGNMENT
With a two-week DAILY RECORD GRID (for manual entry)
Cancel
Previous
Next
TEACHER REPORTS
Date of this report:
NOVEMBER 24, 1998
Please choose picture size by choosing how many pictures to print per page.
4 down x 5 across - 100% picture size - uses 4 pages
6 down x 5 across - 65% picture size - uses 2 pages
10 down x 6 across - 50% picture size - uses 1 page
10 down x 8 across - 40% picture size - uses 1 page
10 down x 10 across - 30% picture size - uses 1 page
Cancel
Previous
Next
MR. JAY A. KLEIN
CORONADO HIGH SCHOOL
APRIL 10, 1999
QUARTER 1: 1998-99
Sophomore 3/4B English
Seating Chart 1

The rough flowchart sequence above shows the pathway from the Seating Chart menu bar to the document at right. You've seen most of these screens before in the "Printing Seating Charts" section of the documentation. However, a new element is introduced here: the "choose picture size" window shown above right. Depending upon the exact placement of the chairs in your classroom, this window's options can change markedly. The five shown here match the 10 x 10 seating grid used for Room 101 at Coronado High. You may print this seating chart as large (4 pages) or as small (1 page) as you wish . . . but don't forget to turn OFF the printing of empty spaces (in **MtG Preferences**, below) if you want the open look at right.


Please indicate whether you wish EMPTY areas in your seating charts to be printed on screen and on paper. Choosing the first option below will save "tons" of toner over the years!
Do NOT display and print EMPTY areas.
Yes, DO display or print EMPTY areas.
Cancel
OK



APPENDIX A:

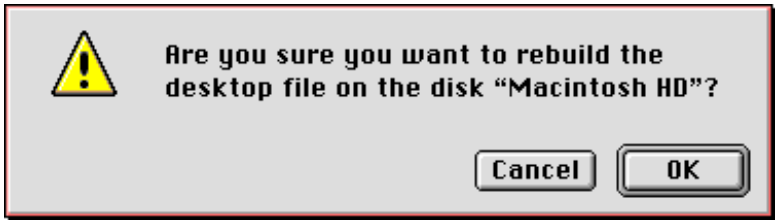
TROUBLESHOOTING

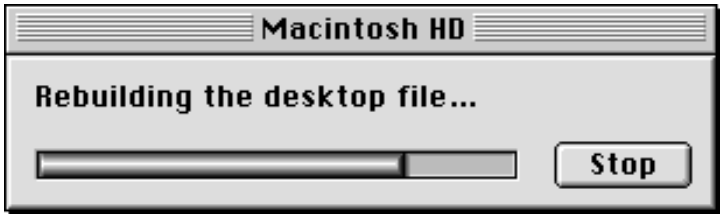
Try as we might to make *Grade Busters Mac: Making the Grade* as user-friendly and trouble-free as possible, an occasional misunderstanding or electronic malfunction will rear its ugly head. However, after eight years of faculty workshops, telephone technical support, and personal on-site usage, we think we've seen just about everything that can—and sometimes does—go awry with our program. Even if you've experienced no difficulties whatsoever with *MtG* and its data files, you might wish to examine carefully the anomalies listed here . . . just in case. Perhaps you can come to the rescue some day for a colleague who's in dire need of your expertise.

1. When I double-click on a class file to launch Making the Grade, I get a message saying, "The application is either busy or missing." I can see the program sitting right there in the same folder, so I know it's there on my hard drive. What gives?

It's the responsibility of the Macintosh Finder to locate and launch documents and their creator applications. Sometimes, however, the finder becomes "confused," frequently because of a corrupted **Desktop** file. It is precisely this invisible file which needs to be rebuilt to bring your Mac to its senses. The Desktop contains a wealth of information about folders and files on hard drives (and floppies), and when it becomes damaged or befuddled, your Mac will appear to have lost its mind. That is, applications will unexpectedly and mysteriously **quit** because of "Type x" errors, files and folders will suddenly display weird or incorrect icons, and so on.

SOLUTION: Close all open applications and then restart your Mac. Hold down the **Option** and **Command** keys simultaneously and continuously until you see the message below. Answer affirmatively, for unless you're a true Mac OS power user, you've probably never entered a comment in an info window in your life. (The **Norton Disk Doctor™** utility can be most helpful here, for it contains a "Rebuild Desktop and Restore Comments in Info Windows" option. In truth, it's difficult for us to imagine anyone using a Macintosh on a regular basis *without* this, **Disk First Aid™**, or a comparable program. Bad things can and do happen to one's hard drives and floppies.) Now, once the rebuilding process is complete, restart and double-click the *MtG* file once again. The previous problem should have righted itself. We recommend that you rebuild your Desktop at least once a month, by the way—and more frequently if you have time.



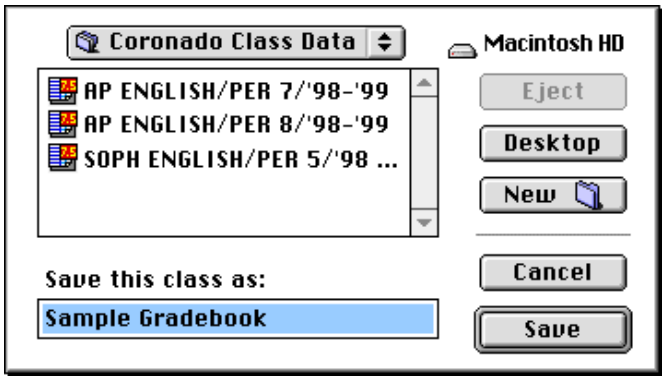


2. **I just printed copies of a class's Gradebook and Daily Record, and they're almost impossible to read. Except for student roster position numbers, which are nice and black, the pages are completely grayed/dimmed as if every score, assignment title, student, etc., had been "dropped." Did I do something wrong?**

No. This phenomenon is a gift from Apple Computer and other printer manufacturers who, in their infinite wisdom, make **color** their default printer setting rather than **black and white**. All of our documents print in glorious color on such printers as the HP DeskJet 850, and the printer driver in your system folder is simply trying to cooperate.

SOLUTION: You must hand-select **Black & White** instead of **Color/Grayscale** when printing a *Making the Grade* document. Our color/black-white option under **MtG Preferences** in the **File** menu will effect the same result if your printer driver lacks the flexibility shown above.

3. **I just set up my first class with MtG and saved it to my hard drive. Now I can't find it anywhere! What did you guys do with my class?**



What did *we* do with it? Nothing at all! It's still sitting right where you told your Mac to put it. At left is the Macintosh **Save** screen, which shows that the class just created will be saved in a folder called Coronado **Class Data,** one which already contains three class files. If you wish to change the destination for your data to another folder or hard drive, click on the header bar ("Coronado Class Data" in this example) and select a new location for your files.

SOLUTION: Do **not** just type in a class name and click blindly on the **Save** button, trusting the Macintosh to place your file in a safe, logical place. It won't. Instead, click on the header bar first to see what directory and pathway is active at the time and then maneuver carefully from there.

4. **I wish I could put my finger on what's happening with my Mac, but I can't. It crashes all the time, refuses to save MtG files every once in a while, and even displays error messages in another language. My Mac has gone bonkers! Any suggestions?**

Actually, we have a host of user-effected solutions for dealing with such irritating phenomena. Try all of the steps below first, but if they fail to alleviate the problem, you may have to take your computer to a qualified service representative for a professional diagnosis.

SOLUTIONS:

a. **Check to see if the difficulty lies within an INIT conflict.** This is especially easy for System

7.+ and 8.+users, for all you must do is hold down the **shift key** upon start up. That disables all system extensions (INITS) and allows you to retest your Mac "clean." (System 6.x users must drag all INITS and cdevs from the System folder by hand—not an easy task, to be sure.) If the problem disappears with extensions off (or out), then move half of them at a time from (or back into) the System Folder and restart to see when the problem returns. The moment it does, the culprit lies within *that* group. Once it has been discovered, remove it from your System Folder and call the publisher to see if a more recent version is available. (Please permit us to recommend Casady and Greene's **Conflict Catcher™** as a software aide in this odious process—it has bailed us out of a serious system conflict on more than one occasion!)

b. Rescan your hard drive(s) and often-used floppies with the latest set of definitions from your virus protection utility. We cannot overemphasize the importance of keeping current with the most recent virus detection efforts of Virex®, S.A.M.®, *et al*. It never ceases to amaze us in workshops around the country when teachers admit they haven't updated their virus definition file since the day it was bought—often years ago. The fact is that at least three new viruses are distributed by malcontents worldwide each and every day of the year. So, if you haven't updated your virus definition file within the last couple of months, you're *begging* to become a victim of someone's electronic terrorism.

c. Reinstall your System software from a CD or locked set of floppies. This step often resolves a plethora of PrintMonitor problems, font conflicts, and the like. The only problem is that Apple's Installer program merely *updates* the current System rather than replacing it—*unless* you move the Finder completely out of the folder first. Do so, reinstall the System (preferably with the latest version of 6.x, 7.x, or 8.x as you prefer), and see if your problems persist.

d. Make sure that only one System Folder is present on your primary hard drive and connected peripherals. As you know, publishers sometimes place a System Folder on floppy diskettes containing their application software. If you accidentally move this folder to your hard drive along with the application—and if it's not exactly the **same** System version—a hard rain is definitely gonna' fall.

SOLUTION: Using the **Find** function under the **File** menu in System 7 and OS 8 (and **Find File** under the **Apple** menu in System 6), search all attached drives for ***System***. If you find more than one such file, you've solved part of the problem. Delete it—and all of its accompanying extensions—without delay and you'll be on your way back to happy computing!

5. Every once in a while, I click on one of my Making the Grade class files, and the opening screen of my team-teaching partner's program appears. How come?

The Macintosh Finder has no way of knowing how many different copies of an application exist on a hard drive, nor which of those copies may have created an individual document. So when one clicks on a document, the Finder locates the first copy of the creator application contained in its directories—which may be **your** copy of *MtG* **or** that of your partner.

SOLUTION: If more than one copy of *Making the Grade* exists on a hard drive (a frequent

occurrence at school), you must open **your** copy of the program first, and then access your classes from within (using **Open a class** under the **File** menu). It's that simple.

6. Yesterday afternoon I saved several classes to my trusty data diskette (High Density), and today one of them won't open! Something about an input-output error came up on the screen, and nothing I do will open that class. What happened?

You've just become an unwitting and unwilling victim of fragile computer storage media—so welcome to the club. Membership is up to about a zillion or so computer users now , so don't feel as if you've been singled out for the honor. The truth is that if you save your class files exclusively to a floppy diskette—and never to a more reliable and stable hard drive—the above scenario will inevitably be yours.

SOLUTION: If at all possible, **always** save your class files to—and read them from—a hard disk. Use your floppy diskettes for backup or transport purposes only. The surfaces of these media, on the whole, are much less reliable than they should be, and, frankly, we just don't trust them in these parts. The High Density variety of floppies is especially suspect here in Colorado, where we have an average relative humidity factor of 1% (perhaps I exaggerate a tad). Static electricity is less popular in Colorado Springs than bubonic plague, and most of us are accustomed to losing at least one HD diskette every week. Once again, our recommendation is that you always save your class files to your hard disk and then drag those files to a floppy for backup or carrying-home purposes only. The Macintosh Finder does an excellent job of reading, writing, and verifying data during the copying process, so your chances of being stuck with a bad class here are immeasurably reduced. Forewarned is forearmed!

7. It's time to start a brand new year, and I want to get rid of my old classes from last year. How do I do this?

Before we answer this common question, a quick word of advice: **NEVER** delete old gradebook files from your hard drive or gradebook folder without archiving at least one copy of them first. If the information in those class files was important to you once, it may—no, most likely *will*—become important to you again when you least expect it.

Now, to answer your question: *Making the Grade* creates and reads data files which are completely separate from the application itself. All you must do to delete them from your hard drive is drag them into the **Trash Can** on your Macintosh desktop and then empty the trash. It's that simple.

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